

GIRARD COLLEGE

PRESIDENT'S REPORT FOR 1940

Girard College, December 31, 1940

Board of Directors of City Trusts,

GENTLEMEN:

One of the most overworked words of our era is *problem*. The word *problem* somehow always suggests the word *solution*, a solution that is simple and final. Actually many problems are never solved but are perpetually in the process of solution. Such are educational problems, for the world in which the work of education proceeds is continually changing, and neither a problem nor a solution can be enduring.

The present period seems particularly unstable to many people because it is a period of rapid transition. These people forget that such periods are usually great ages of history in which man either makes marked advances or loses ground because of his inability to cope with mighty world surges or forces.

What international issues concern America and how they should be met no longer confuse us. One might be philosophical and comfort himself with the generalization of a European statesman who avers that "dictatorship is always a temporary regime" and that it holds within itself its own promise of collapse. But we are likely to think about such matters as did Stephen Girard. Girard was not merely interested in the welfare of the common man; he believed in him. He may have been influenced by Voltaire, but he did not follow the philosopher in the latter's belief that hope for the progress of man is to be built upon the good will of an enlightened despot.

Educational opportunity for all is one of the foundations upon which our modern American democracy has been built. John Dewey said: "What the best and wisest parent wants for

Any other ideal for our schools is narrow and unlovely; acted upon it destroys our democracy." However much or little one sees eye to eye with Dewey in his general educational philosophy, it must be admitted that he has set up here an ideal for American education. It was certainly the ideal that Stephen Girard had for Girard College. Though very much interested in public school education and its improvement, Girard said that he wished his boys to have "a better education than they usually receive from the application of the public funds." It is to be recalled that Girard is enrolled among Pennsylvania's honored educators on the frieze of the State Education Building at Harrisburg.

A few misguided individuals may feel otherwise, but Girard was a man of faith, and this faith included faith in education and faith in his fellow men. On the Sunday after last Founder's Day an editorial appeared in one of the Philadelphia newspapers that referred to Girard and his large legacy of millions. "But the shrewd old merchant and mariner knew all the time he would need something more. He would have to count on the unselfish, loyal service of many men and women to make good his dream. He had to have genuine faith in human nature to expect that after his death they would take over and keep alive the real spirit of his benefaction.

"So last week, as graduates young and old gathered behind those high walls to honor his 190th birthday, they were also honoring the men and women Girard had counted upon; the teachers and managers who, over many years, have trained and turned out more than 13,000... boys who have made a fine record of good citizenship and useful lives. That was the real legacy Girard wanted to leave."

During the year two of the managers of that legacy passed to their reward, both at the advanced age of eighty-one. The Honorable Francis Shunk Brown had been a member of the Board since September, 1903, and its President since November, 1931. Mr. Murtha P. Quinn joined the Board in March, 1921, and had served as Vice-President since November, 1931. Both of these men had made unselfish contributions to the work of

a noble foundation. To succeed them Mr. E. Lawrence Fell and Mr. Walter B. Gibbons were appointed. Mr. Fell has held a high place in business and civic affairs in Philadelphia, and Mr. Gibbons has been a member of the Philadelphia bar for a quarter of a century. The background of each of these gentlemen insures the continuance of the sort of service that has justified Stephen Girard's "genuine faith in human nature to expect that after his death they would take over and keep alive the real spirit of his benefaction."

THE STAFF

The work of the staff also justifies the Founder's faith in human nature. The school's chief asset, the men and women who give extra time and energy to their work and use their minds and personalities to influence Girard boys wisely, count for much more than stately buildings, a beautiful campus, and good equipment.

Unfortunately the retirement age requires many to lay down their tasks and others to assume those tasks. Dr. Ralph L. Johnson's retirement as teacher of the Special Class is referred to elsewhere in this report, as is also the retirement of General Brookfield, who died just before the close of the year.

Mr. Benjamin F. Braim, Assistant Instructor in the Foundry, was forced to retire because of illness. Death took from us Dr. Charles F. Nassau, who for twenty-five years had served as Consulting Surgeon with faithfulness, expertness, and affection for Girard College and its boys. He had a remarkable record in never having lost a boy with appendicitis in Girard College throughout a quarter of a century. Dr. Kenneth E. Fry succeeded him. The renowned Henry Hanby Hay, a retired Prefect, died at the age of ninety-two in the Isle of Man, where he was born.

Marriage claimed several women of the staff: Mrs. Kathryn L. Waterhouse, Miss Aileen Ornstun, Miss A. Eleanor Wildman, and Miss S. Margaret Grim, of the faculty, and Mrs. Marion H. Preston, of the Household Department. Mrs. Margaret M. Hogan, a teacher in the Elementary Schools, was married re-

cently and will be leaving the service of the College in a month. Mr. F. Graham Matheson, of the Household Department, and Mr. W. Wendell Clepper, of the Department of Admission and Discharge, left during the year to pursue advanced studies. These resignations occasioned several transfers and replacements.

It is too early to judge whether the National Defense Program will greatly affect our staff. A Housemaster, Mr. William R. Landrum, who is a graduate of Virginia Military Institute, and a first lieutenant in the field artillery reserves, left for a year of regular army service, and was granted a leave of absence for that period. Mr. Frank J. Ratschhof, a young man who was successfully substituting as Relieving Housemaster in Good Friends Hall and the Junior School Building, enlisted before the close of the year.

Group activities of the staff during the past few years that deserve mention include the special meetings of the High School faculty and the Elementary Schools faculty, at which the various executives of the College have spoken briefly concerning the vital contributions their departments make to the education and maintenance of the Girard College boy. We feel that inter-departmental appreciation is helpful in promoting *esprit de corps*. On September 18 a dinner was given for Mr. William C. Sparks, Supervisor of Playgrounds and Recreation, honoring him upon the completion of twenty-five years of service at the College. That Mr. Sparks is universally beloved is indicated by the attendance of 230 persons representing all departments of the College.

Degrees do not measure intellect, personality, or genuine worth, and there have been and are many members of the College staff without degrees who make outstanding contributions to its work. Yet, from this professional point of view, the staff measures up well. In the Junior and Middle Schools there are 35 teachers listed in the 1936 report of the President, of whom 23 did not have degrees. Of the teachers in these schools who will number 35 after the end of the present term, there will be nine without degrees, including the teacher-librarian, who has her library training. The professional training of

the High School faculty and the Household Department was commented upon in the report for 1939.

One might expect that changes in the rather large Household staff at the rate of five to seven each year would effect a complete turnover in from twelve to fifteen years. That this does not follow can be seen in the table of average years of service and ages which appears as Appendix B. Comparison of the staffs of 1940 and 1921 shows the former to be slightly lower in average years of service and age. In 1921 eleven housemasters and sixteen governesses had been engaged in the work from seven to thirty-eight and five to forty years respectively. An examination of the length of service of the staff in 1940 indicates that fourteen housemasters and twenty governesses have served from five to twenty years. The lower average now is therefore due to the absence of those extremely long periods of service which characterized the staff nearly twenty years ago. The playground group has a higher average in both respects due probably to the disturbed conditions during and following the World War, when many young men were brought into that branch of the work. Mr. Archibald Ralston has rounded out thirty-five years as housemaster and playground teacher and twelve years as Superintendent of the College Camp, and Mr. William C. Sparks twenty-five in charge of the playground work.

A complete list of the changes in staff that occurred in 1940 will be found in Appendix A. It is to be noted that the catalogue of students, which is Appendix R of this report, has been separately bound for the use of a relatively small number of persons.

THE ELEMENTARY SCHOOLS

The most interesting development during the past year in the Elementary Schools has been a renaissance of professional zeal. Such an intangible may be detected by the willingness of staff members to suggest and engage in programs which require out-of-school time. It is also evinced by a liveliness in group or general faculty meetings that indicates teachers are wide-awake and thinking. Youngsters, teachers, and supervisors

respond to a general atmosphere of going places and getting things done.

One notes a wider professional interest, a critical examination of all instructional tools, and a changing conception of pupil-teacher relationship. Running any kind of elementary school used to be so much easier: the curriculum was simple to make and seldom needed revision, report cards lasted for at least a decade, while textbook changes came only after a set was worn out. The "olden days" of school-teaching are gone for teachers, but their passing has ushered in the school that children like, and this is not a bad exchange. To operate this type of school at the elementary level the brightest, best educated, and most appealing personalities who can be found are needed. Almost anyone can hear recitations, but it takes an outstanding individual to run an activity program which combines character development and mastery of fundamentals.

In that section of his autobiography which describes his own early career as a teacher, H. G. Wells says: "Few people realize the immense changes that the organization and mechanism of popular teaching have undergone in the past century. They have changed more than housing or transport." The changes in the last three decades have been so great that few laymen can completely grasp them, and this is particularly true of elementary education. Helen K. Mackintosh, Senior Specialist in Elementary Education in the United States Office of Education, has attempted to enlighten the public in a government bulletin entitled "Know Your Modern Elementary School." She describes the modern teacher in the elementary field as one who "recognizes the fact that children's interests and needs should have an important part in building the curriculum." She says that the teacher "maintains that education is something broader than the experiences to be secured within the four walls of a classroom, and that teacher and children must reach out into the community for every type of help that it can give, such as people with information, places that can be visited, and materials that can be used. He is not willing to discard tools of learning for other equally valuable socializing and creative activities, but he believes that each one has a place in a modern

educational program. He would not discard subject matter, but he would modify the way in which children are exposed to it. Although not labeled as principles, these statements of belief can well serve that purpose in thinking through modern elementary education."

The modern elementary schoolroom does not even look like those in which most of us learned our reading, spelling, and arithmetic four or five decades ago. Miss Mackintosh says: "The environment for learning cannot be taken for granted by a community when it has supplied the building and the teaching staff. The equipment and the materials which make learning concrete have a direct bearing upon the quality of education. Chairs and tables or movable seats are adjusted to individual children and can be moved to serve a variety of uses. They can be shifted into groups for committee work, or they can be built into a hollow square in the case of tables, or a circle in the case of seats, to provide audience situations. Even 'screwed down' furniture can be fastened to cleats and made movable in groups of one or two seats and desks.

"Blackboards still have a place in modern schools, but they are not always black nor is the chalk necessarily white. As children advance in the grades more bulletin board and less blackboard space is needed. Bulletin boards, bookshelves, tables, drawer and filing space are all necessary to the smooth functioning of a school. Maps and globes, attractive books of many kinds, paper, paint, crayons, colored chalk, and visual aids, such as pictures and charts, are recognized materials for work. The piano and the victrola have long been accepted necessities in the elementary school, but the radio and the sound film projector with an accompanying library of films are coming to be standard equipment."

This year the Elementary Schools exhibit no striking innovations as they have occasionally in the past few years. These schools have a gradually developing plan and they show progress this fall, the most vital change being a further extension of non-departmental work. This term is the last of complete departmentalization, for next year all grades from one to six inclusive will either be non-departmental, or will have English

and Social Studies taught by one teacher. Departmentalization will be gradually eliminated in these six grades. With it will disappear homogeneous grouping and also the home room program that represented an attempt to give synthetically to a class the sense of belonging that is an automatic outcome of a well-run straight-grade room.

It may appear to be a small point, but the teachers who are working with non-departmentalized boys of the Junior School or Middle School are now able to call them by their first names. In a class of twenty-five that works with only one teacher, a boy can be Robert who would have to be Brown if she taught several groups totalling, say, a hundred and seventy-five. Jones, Schmidt, or Nagle sounds formal and impersonal, particularly to a small boy who has but yesterday left his mother's care. Yet so many boys came to each teacher that this was the practical thing to do. Now, however, with non-departmentalization complete in quite a few rooms, and partial in others, opportunity exists for a closer pupil-teacher relationship, which normally will foster the use of first names in the schoolroom.

Honor boys are chosen in the Middle School on the basis of good social and good work habits and general dependability. A Middle School Student Council has also been organized. It visited a Philadelphia school and exchanged ideas with a similar body of students.

The program of trips for younger boys has been extended. There might be cited as an example of the interest being taken in educational excursions an editorial that appeared in the *New York Times* last fall devoted to the ferryboat trips taken by the students of the New York public schools. Doubtless this is a new undertaking in New York that we had anticipated by two or three years for our own younger boys. In a relatively short time a youngster can get an impression of the city's industries and its waterways on a ferry boat that he would never get from a textbook. In June 438 boys of the fourth, fifth, and sixth grades made a trip to the New York World's Fair by special train. The trip was completed without mishap and with evident profit to the boys. This was the last of the

Fair trips that began in June, 1939. In all, 1592 boys were taken to the Fair. Among other trips taken by the Junior School, Middle School, or Junior High School boys were those to the Franklin Institute taken by twenty-two groups and to the University Museum enjoyed by fifteen groups. Fifteen groups went to see performances or exhibitions sponsored by the Cultural Olympics, eight went to the Zoological Gardens, seven to the Academy of Natural Science, six each to the circus and to Wilmington by boat, five to Philadelphia public schools, three each to the Commercial Museum, the Moore Institute of Art, the Graphic Sketch Club, a newspaper building and a group of places of historical importance in Philadelphia, two each to the Aquarium, the Philadelphia Airport, the Wissahickon, Woodside Park, local dairies, and local broadcasting stations, and one each to Drexel Institute, Horticultural Hall, a news theatre, and a publishing company.

Perhaps it might be well to note also the continued addition of modern furniture in the Elementary School classrooms, the contribution that new film slides and pictures, models and miniatures are making to the visual side of the work of these schools, the revision of the course of study in personal guidance, and the regular use of the previously experimental work in the use of the library which accompanied the opening of the highly successful library-laboratory on the third floor of the Middle School Building two years ago. The Supervising Principal of the Elementary Schools says, "It is very hard to see how we could get along without the library-laboratory with its constant service in promoting group and individual reference work, visual education, and the growth of elementary research activities."

THE HIGH SCHOOL

In his report the Supervisor of High School Instruction sketches some of the activities of his faculty and students: "At the present time every teacher has faculty committee appointments. Besides the sponsorship of clubs, teachers are assigned to committees in preparation for our evaluation by the Visiting

Committee of the Coöperative Study of Secondary School Standards. We have teachers working on guidance, the revision of our grading system and home reports, sponsoring the school publications, serving as members of the Faculty Club, planning a well organized testing program, serving the boys in their class dances and social programs, working with the National Honor Society, determining the class and house standings for honors and awards, preparing a report on the standing of our boys in colleges and universities, sponsoring the class trades, looking after assignments for boys in the Infirmary, Friday morning programs, visualization of instruction, responsibility for producing a school calendar, sponsoring the Student Council, modification of the curriculum, planning and modifying fire drill regulations, and assigning responsibilities for faculty participation in charitable campaigns. Members of the faculty also serve on general committees appointed by the President of the College.

"Various members of the staff have important contacts beyond the College, which bring credit both to themselves and to the institution. Dr. Haskell is President of the New England Society; he was invited to deliver the Class Day Oration at Colby College and to speak for the older alumni of his high school in New Hampshire in June. Duties at the College prevented his complying with these flattering requests. Dr. Wolf is an Associate Editor of *Social Studies*, Program Chairman of the Schoolman's Club, and Secretary of the Social Studies Section of the P.S.E.A. He will give the course in Methods in the Social Studies at the University of Pennsylvania next summer. Mr. Andrews lectures in the adult night school at Wayne, and is much in demand to advise and judge in matters relating to dramatics. He participated in the program of the National Society of Teachers of Speech at the Annual Convention in Washington in December, giving an account of his own pioneer work in voice recording. He has prepared a handbook on this subject which is retailed with records by the R.C.A. Manufacturing Company. The Print Shop now has his 'Handbook on Friday Morning Programs' and it should be off the press before long. Dr. McIlhatten is President of the local branch of the Washington and Jefferson Alumni Association. Mr. Friedmann



A FRENCH CLASS AND A CHEMISTRY LABORATORY

has served repeatedly as a member of the evaluating committees for the Coöperative Study. Mr. Wagner is President of the Philadelphia History Teachers' Club. Under Dr. Stewart's direction, the boys of the Post High School presented a play over Station WFIL in December. Dr. Stewart also directs dramatics at the University House and has judged the Pennsylvania State Press Poetry Contest. Other members of the staff serve frequently on local affairs in their respective communities, churches, and civic organizations.

"Our boys are increasingly taking part in interschool interests. Recent participation in broadcasting has added to these activities. During the meeting of the P.S.E.A. Convention at Harrisburg, two of our boys served as Senators in the Model Senate held in connection with that convention. Six boys represented the State of Mississippi at the Model Republican National Convention held last spring at Temple University under the auspices of the Civic Forum League. Boys now participate regularly in forum discussions and conferences at Temple University, Drexel Institute of Technology, and in the meetings of the Foreign Policy Association. A debate with Central High School is an annual affair; as is our participation in the Cultural Olympics of the University of Pennsylvania in music, drama, and public speaking. To attend all these affairs, to come in contact with students and adults from other schools and institutions, to take part in these activities is of inestimable value in giving to our boys ease, poise, facility of expression and self-confidence.

"A few things seem worthy of mention in connection with these special activities. Our boys probably never gave a better illustration of skillful dramatic work than we enjoyed in the Christmas Play; the lighting effects, the clarity of expression on the part of the actors, and the acting itself were much to be commended. A calendar for 1941, prepared by the art students, is the best example of linoleum block printing our boys have yet achieved. The Christmas Concert has seldom, if ever, been surpassed. Surely we have never had better school publications or Friday morning programs.

"Under the direction of the Commercial Forum, and in coöperation with the Department of Admission and Discharge,

pertinent matters relating to employment and business enterprises.

"For several terms now Dr. Wolf has been presenting to the boys of the Sophomore year, in a series of six illustrated talks, the life, activities, interests, and accomplishments of Stephen Girard. In the past our boys frequently have felt that they knew really very little of Mr. Girard and the background of the College history."

Dr. Melchior fails to mention his own activities which have brought him wide recognition and have created demands upon his time that he is unable to fill. The report of a department head pays tribute to Dr. Melchior and to the College and incidentally, though unintentionally, to himself as the head of an effective department: "As a teacher of long and varied experience in public, private, day, boarding, and evening schools, and as a master and director of boys' camps for fourteen years, I wish to compliment the Supervisor of High School Instruction for the spirit, coöperation, and natural inclination of self-control with which our student body, with very few exceptions, carries itself. During the past year—I might say during the past five years—not one flagrant case of discipline in my Department has come to my attention. Why shouldn't we be able to secure good results when the conditions under which we work are ideal?"

In the President's report for 1939 plans were discussed for the General Course which was introduced in February, 1940. At the close of the present term in January, the faculty will attempt to evaluate the effect of the General Course. Apparently few boys elected it in order to get out of work. The teachers feel that too many boys insisted on taking the regular academic work. This can be remedied through helpful and constructive guidance.

A faculty committee on guidance is continuing to function, and a tests committee is also making a valuable contribution to the work of the High School. The problems of individual boys are not always easy; their adolescent notions, plans, and ambitions must be given respectful attention and directive guidance;

and their standards of conduct and achievements must be boosted constantly but not too obviously. Our pride in our school demands that we increasingly strive to maintain high ideals in decorum and in achievement.

Reference has already been made to instruction in the life of Stephen Girard. Previously this instruction was given by Dr. Wolf to the first term Juniors. Hereafter it will be given to the second term Sophomores, and the use of slides will be introduced. Miss North, who conducts our work in Art Appreciation, will take this group to Founder's Hall and explain the interests that rise from Mr. Girard's personal effects. It is to be noted that not only is this work designed to increase our boys' appreciation of the work of Stephen Girard as a philanthropist and as the founder of the College, but also to add to their knowledge of the service that Mr. Girard rendered to the city of his adoption during his lifetime.

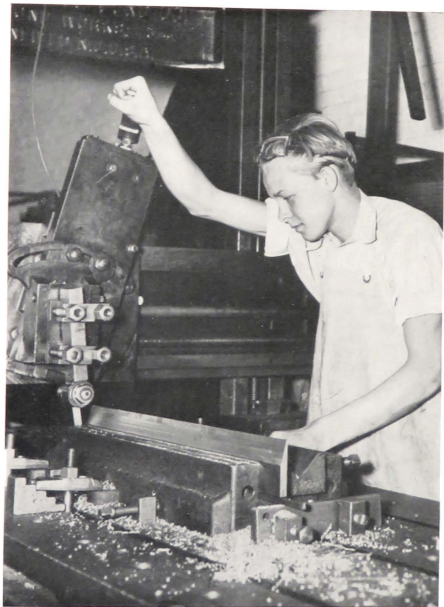
In January, for the first time, the Senior Class was taken on a tour of the campus to visit places that Girard College students do not usually see, even though each of them spends eight or nine years with us. These arrangements, made by the Supervisor of High School Instruction and the Engineer, will be carried out with future graduating classes also. The boys visit, for example, the basement and the attic of Founder's Hall, the sub-basement of the High School Building, the refrigeration system and other interesting equipment in the basement of the Dining and Service Building, the Laundry, the Bakery, the basement rooms and organ loft of the Chapel, the tunnel and the Power House.

The faculty is looking forward to the spring of 1941 and our coöperative evaluation. The Coöperative Study of Secondary School Standards is sponsored by the Middle States Association of Colleges and Secondary Schools, of which Girard College is a member, and by similar associations in other regions. Six years of intensive preliminary work have been placed upon this study in order to develop rather complete questionnaire booklets for the use of the secondary schools and their staffs in a self-evaluation of the school and its personnel, plant, administration, curriculum and outcomes, activity program, library service,

guidance service, and classroom work. Needless to say, this self-evaluation is extremely valuable, and the questionnaires have been constructed so skilfully that the ratings are probably as objective as they could be under the circumstances.

This evaluation will be carried out by our own High School faculty, with the coöperation of the executives of the College and other members of the staff, from now until March. On March 31, April 1, and April 2, 1941, two Committees of fifteen or more educators each from other institutions will visit the High School, study its work, and critically review the self-evaluation. Dr. Melchior, the Supervisor of High School Instruction, Mr. Friedmann of the Department of Mathematics, and the President of the College, have each served on similar Committees elsewhere. Since we desire to keep our schools in the forefront, we are hopeful that the Committee members will be intelligently critical and will find our weak spots. We already realize how valuable the self-evaluation can be as we look critically and somewhat objectively at our own work.

During the existence of the Post High School, which was started in 1931, most of the boys who have completed its year of work have not gone on to college, but this additional year has added greatly to their training and to their chances for employment, as the placement figures of preceding years indicate. However, thirty-one boys have gone from a year of Post High School work to colleges and universities and have achieved exceptionally fine results. It will be recalled that almost universally American colleges and universities have four passing grades ranging from "A" to "D." The thirty-one boys mentioned have obtained 34 plus per cent "A" grades, 48 plus per cent "B" grades, 17 minus per cent "C" grades, and 1 minus per cent "D" grades. No failures were incurred. A record of over 82 per cent grades of "A" and "B," which are usually considered honor grades, is indeed striking.



International News

OPERATING A PLANER IN THE MACHINE SHOP

THE MECHANICAL SCHOOL AND THE NATIONAL DEFENSE PROGRAM

Not many decades ago American secondary schools had as their main objective the preparation for college admission of a small number of students who were to enter the professions, the arts, and the sciences. The subsequent change in the number and the objectives of secondary school students has emphasized the importance of vocational education and has presented to educators, especially those in public schools, many difficult problems. In our century the enrollment in American high schools has doubled every decade; the Twenties saw it increase seven times faster than our population.

Perhaps the attitude of the public is reflected in the oversimplified statement made in a weekly magazine of large circulation to which the writer referred in his report for 1937. In this statement it is said "that the movement toward vocational education 'has reached the point where every United States city must soon decide whether it will teach its boys and girls cultural subjects or teach them to use their hands.' The uninformed reader is likely to believe this statement and to infer that of these alternatives vocational education must be chosen. As a matter of fact, no choice of either cultural or vocational education to the exclusion of the other is necessary. Girard for a decade or two has pointed the way. We may feel sincerely proud of the fact that in a unique manner Girard prepares its boys with basic work in English, foreign languages, mathematics, sciences, and social studies to enter American colleges and universities, and at the same time offers them mechanical or commercial preparation for the very important business of making a living." President James B. Conant of Harvard University says: "If general education is to be of significance, it must be integrated with a professional or vocational training of the boy or girl at hand." These may seem to some to be strange words from the head of America's oldest university.

But mere vocational education is not enough. Governor Harold E. Stassen of Minnesota, who seems to represent youth in public life, once told of a group of young men in the Middle

West who finished their high school courses well-trained in woodworking in a part of the country where no wood workers were needed. An adequate vocational guidance program with an eye on the needs of the community was needed there. Girard is fortunate in having such a program.

And now a new problem arises in the demand for the training of skilled workers for the national defense industries. America realizes that it might have been better to train an over-supply of such workers than to be under-supplied as it is at this moment.

It is desirable to say something concerning the relation of the Mechanical School to the National Defense Program, in which almost all Americans have joined either in activity or in spirit. Vocational schools throughout the nation are becoming increasingly involved in this program, chiefly by organizing afternoon and evening classes of adults to make full use of existing equipment. By the terms of the Girard Will we cannot join in such activities without special permission from the courts. Whether, as time goes on, the production of specified articles may be assigned to us, remains to be seen. However, this does not mean that we are not doing our part in training for National Defense.

It is no indication of complacency to say that our school shops have for many years been doing the very things which the government now urges all schools to do. During the years when industry almost ceased to train young men for the skilled trades, and large numbers of so-called vocational classes in schools were little more than classes in industrial arts, our Mechanical School has maintained its fine equipment of factory-type machines, has trained our boys in practical production work, and has satisfactorily prepared them to take whatever jobs in industrial production were available. That upwards of seventy graduates of recent years are now employed in the Glenn Martin airplane factory in Baltimore, and that our graduates are quickly absorbed in other expanding industries, indicate that our present responsibility is to keep on doing what we have been doing.

Girard College does not need to make drastic modification in



A YOUNG DRAFTSMAN

Photo by Philadelphia Bulletin

order to take its part in a National Defense program. We do believe, however, that the immediate employability and skill of our boys in connection with the Defense Program will be improved by providing more opportunities to use light portable machine tools such as electric hammers, electric drills, and welding equipment. We are therefore planning to add early in 1941 several relatively inexpensive pieces of such equipment, so that a larger number of our boys may receive training in the use of these tools. A few hours of training will be enough for boys already well taught in fundamental machine work.

Comment may be made in passing that the old-fashioned close-order drill is now only a minor feature of military preparation and that the young man with skill in auto mechanics or electrical work or typing, to select a few examples, is a valued part of the modern mechanized army. Classrooms and shops will give much of their training to the soldiers of the future.

Activities Night on November 29 placed its emphasis on the Mechanical School. On November 26 a radio broadcast over a large local station interpreted Girard College and the work of its Mechanical School, in anticipation of Activities Night on November 29. The radio program, which was presented entirely by the boys, represented another high achievement for Mr. Henry V. Andrews, Teacher of Speech and Dramatics, who has done so many outstandingly fine things for the College. The one-hour program in the High School Auditorium on Activities Night included a well-arranged moving picture showing the work of the Mechanical School. The Auditorium program was followed by a visit to the Mechanical School itself, where the shops were in full operation.

The routine work of the shops goes on as effectively as heretofore. In the Foundry the re-arrangement of the working floors is practically finished, with consequent improvement in class management and in conditions making for safety. The shifting of some wash basins to the sheet metal shop and the addition of a shower bath and toilet in the Foundry make possible a better control of classes. Correlation of the work of the Manual Arts shops in the Middle School with classroom work has been increased. In order to provide closer supervision

and control of routine procedure, the title of Mr. John F. Barrett was changed from Teacher of Manual Arts to Senior Manual Arts Teacher, and his functions have been extended to include general oversight of the work of all the Manual Arts shops.

It is good to think how many generations of Girard boys have had the opportunity to work with their hands and to acquire some measure of the wisdom that comes from such work. Under the Defense Program Americans are being taught anew how worthwhile manual work is and what dignity it may possess. This is well expressed in Ecclesiasticus:

"All these put their trust in their hands,
And each becometh wise in his own work;
Yea, though they be not exalted in the assembly,
And be not found among them that utter dark sayings,
Yet without them shall not a city be inhabited,
For these maintain the fabric of the world,
And in the handwork of their craft is their prayer."

THE SUMMER SCHOOL

The summer session was organized on about the same lines as in 1939 and was equally successful. The staff, whose names appear in Appendix C, was but little changed. The spirit of the school was better than ever before, due to the absence of the large number of boys with "free" time who were at camp.

The sizes of the senior tutoring classes were very favorable to good results. While the total number of students taking senior subjects was not much different from that of last year, the students were so distributed that the groups were small. The average size was from six to eight, and while the largest class was fifteen, the largest study hall group was twenty-seven. In classes where there was only one student in a subject, the teacher was given the study hall also for the same period. The improved conditions and spirit in the summer school were reflected in an increased percentage of promotions both in the Middle School group and in the senior group. Because of unusual conditions attendant upon the extension of facilities at the summer



Photo by Philadelphia Record

POURING METAL IN THE FOUNDRY

camp, there was some interference with the effectiveness of the Pleasure School arrangements. This was unavoidable, but our plans for 1941 will, of course, prevent a recurrence of the difficulties.

An innovation this summer was the presence on the campus of a small group of boys whose activity was restricted because of previous rheumatic infection and who for that reason were not permitted to go home or to camp. These cases were under a special therapy along prescribed lines designed gradually to increase their activities. A pleasant variation from the usual routine for these boys was a weekly picnic supper served under the trees.

LIBRARY SERVICE

In his exhaustive study of the reading habits of adults Dr. William Scott Gray has estimated that the average adult reading level is about sixth grade and that high school students today average two levels below the grade in which they find themselves. He states, "We no longer have an illiterate population, but instead we have something more baffling—an illiterate literacy, a nation of readers who do not comprehend what they read and who fall prey as easily to subversive propaganda as they fall for exaggerated advertising."

The Librarian expresses concern over the fact that our older boys are reading much less now, according to library statistics, than they were reading five or six years ago. Moreover, this is occurring at a time when more care is being exercised in the lower grades over the improvement of reading skills. There is, of course, the possibility that these older students have done too much reading in the past, at the cost of other social activities. But the question arises whether there is much possibility of over-reading by boys who must first of all fulfill their scheduled responsibilities. Are our older boys reading less because of poorly budgeted time schedules, or are they reading less because they are more interested in things outside the realm of books?

An examination of the Summary of Library Statistics, appearing in this report as Appendix D, gives comparative

figures only for 1939 and 1940. This shows an increase for 1940 in both total circulation and total attendance. Though there was a slight drop in circulation of books to boys in the main department of the Library, there was a slight increase in the attendance of these boys, an indication, perhaps, that they were browsing more. But this circulation of 16,887 is indeed a large drop from the 21,915 of 1936.

In an attempt to answer the questions just propounded and others of similar nature, and in the hope of stimulating reading interests among the older boys, the Librarian has resorted to a questionnaire which will be given to the students of the two upper grades in the high school. This questionnaire contains ten questions on books and reading which will show whether or not the boy who answers them has definite reading interests. When the results are tabulated, those boys who show an aptitude for reading will be encouraged to keep personal reading records, and to have periodic conferences with the Librarian for help in budgeting their reading time, and for assistance in selecting worth-while books along the lines of their individual interests. This is a more formal type of reading guidance than has heretofore been attempted in the Library, and we shall await results with interest. It will be a practical example of guidance in the use of leisure time, a type of guidance that is talked about by educators as a desideratum though rarely set up in any concrete program. The Children's Room continues to be the core of the present reading guidance program in the Library, and the Librarian hopes that later fruitfulness in the form of intelligent readers will bear witness to the importance of these sound and healthy beginnings.

Another purely mechanical aid in stimulating reading will be realized through the addition of two double units of shelving in the main reading room of the Library. These shelves will accommodate about eight hundred books which are now kept on the mezzanine stack floor for lack of shelving space in the main reading room. The books include non-fiction in the important fields of government, economics, and political science, and should be placed on open shelves where boys may have direct access to them.

One would dislike to believe that our boys, who some years ago probably read more than any other group of school boys in the country, were losing this distinction. More and more outlets for their energy and development have been opened to them, yet it would be a pity if they turned their backs on the riches of literature and the world of books in general and preferred dross. The matter will receive further study, but it brings to mind the story of an American tourist who with his guide-book in his hand was sauntering through the Uffizi Gallery in Florence. In its Tribuna he asked a curator: "Are these your masterpieces?" He was the kind of tourist of whom most fellow Americans are a little ashamed. "I certainly don't see much in them myself," he continued. "Sir," said the curator, "these pictures are not on trial. It is the visitors who are on trial."

THE BATTALION

When Major General Robert M. Brookfield, P.N.G., retired as Commandant of the Battalion after twenty-nine years of service in that capacity, its organization and its leadership were given careful consideration. It had frequently been said that without cost to the College the War Department would lend us the service of an officer for whatever amount of military training we wished to provide. This statement was not founded on fact, inasmuch as the Government will support a military unit with funds and with officer personnel only at a school that maintains a Junior or Senior Reserve Officers' Training Corps, established according to the provisions of the National Defense Act of 1920. Even if we were willing to change our schedule considerably in order to provide the minimum number of hours necessary for a Junior R.O.T.C., it would be a long time before the unit would be allotted to us. We were informed definitely by the Army authorities that it would not be possible to obtain a Junior R.O.T.C. at the present time.

The best available officer, Lieutenant Colonel James M. Hamilton, an Infantry Reserve Officer, happened to be an alumnus of the College of the class of January, 1904, and a man of

Hamilton who took over his work in the fall, the Battalion has been much strengthened. Colonel Hamilton's zeal and interest, his fine judgment and common sense, his clear-cut objectives, and his insistence on high standards of performance already have given the organization new tone and stamina. The appointment of a Cadet Major as Senior Officer of the Staff, the basing of the final term award on standards other than merely perfection on the day of Competitive Drill, and the insistence on order in the Armory and Recreation Building and decorum in marching, parade and drill, have been constructive steps. Other interesting features of the year have been the appointment of an Inspecting Officer, a member of the Staff, whose duty it is to inspect and rate the company rooms at least once each week, the visit of the battalion officers to the Schuylkill Arsenal where a highly interesting talk and demonstration of the machine gun were given them by Captain Paul K. Brown, the holding of a small bore rifle match, and the inspections and reviews by prominent citizens, most of whom had never previously visited the College.

The Battalion held its usual competitive drills among its four companies, contributed to the celebration of Memorial Day, and decorated the war memorials. Major General James K. Parsons, Commanding Officer of the Third Corps Area, U.S. Army, Baltimore, Maryland, reviewed the drill and dress parade on Founder's Day. The Battalion and Band participated in the parade held on Army Day, April 6.

MUSIC AND THE CHRISTMAS CONCERT

The Christmas Concert, held on December 13 for the boys and on December 14 for invited guests, was the twenty-fifth of the series, and was treated as an anniversary. The first Christmas Concert given by the musical organizations of Girard College was held in the old Chapel on December 20, 1916. It was the outgrowth of the traditional students' Christmas play, which was discontinued that year. Interestingly enough this did not mark the discontinuance of interest in dramatics at Girard College, and plays are now given by groups of the boys throughout

the entire year. Even the Christmas play has enjoyed a revival. On December 20, for example, the Dramatic Club presented effectively a play entitled "Miracle of the Desert."

A review of the history of instrumental and vocal music at Girard College may here be in order. In 1916 and 1917 the concert was given on one evening only, for the student body, but in 1918 and every year since (except in 1931 and 1932 while the new Chapel was under construction) there have been two consecutive evening concerts, one for the students and another for the College Staff, friends and relatives of the performers, alumni, and special guests of the College. In 1916 the organizations participating in the Concert were the Junior Hundred (Junior Choir), the Glee Club (Senior Choir), and the Band. The vocal music was under the direction of the late Burton T. Scales, then Director of Vocal Music, who initiated the idea of the Christmas Concert; the instrumental music was directed by Mr. George O. Frey, Instructor of the Band. The vocal organizations remain the same, but the instrumental group now includes the College Orchestra as well as the Band. Since 1922 Dr. Bruce Carey, successor to Mr. Scales, has been directing the vocal music at these annual concerts, and it is notable that Mr. George O. Frey, an alumnus of the College, Class of 1898, now the Director of Instrumental Music, has participated in directing the instrumental music at every concert during these twenty-five years. Student musicians who have shown marked proficiency have also appeared frequently on these occasions as soloists and accompanists.

Music has always held a recognized place in the life and program of the College. During the first eleven years prefects taught vocal music in addition to performing their other duties. In 1859 a part-time teacher of vocal music was appointed. Until 1878 the teacher of vocal music acted as accompanist also and led the Chapel singing. In that year the first chapel building, with a fine new pipe-organ, was put into use and a precentor was appointed to drill and lead the students in singing. Classroom vocal music instruction was begun in 1896, and the special instructor appointed at that time also trained a selected choir for public occasions. In 1914 the precentor and the vocal

music teacher gave place to a Director of Vocal Music who was appointed to supervise the classroom teachers of music, train a choir, and lead assembly and Chapel singing on Sundays and weekdays. The present Department of Vocal Music is headed by a Director, who is assisted by the College Organist as accompanist, and six classroom teachers in the Elementary School grades. The Junior Choir comprises approximately 125 younger students, with unchanged voices, who sing soprano and alto; the baritone or bass and tenor voices comprise the Senior Choir of approximately 75 of the older students. These two groups combined form the Girard College Choir, which serves as a Chapel choir on Sundays. The two choirs also participate as separate units or as a combined choir on special occasions in the College, such as Founder's Day.

Instrumental music instruction was started in the College in 1869, when a military band was organized under an instructor. This is the year also in which the Girard College Battalion of Cadets was organized. An assistant instructor was appointed in 1911, and a second band from which to recruit the first band was trained. Until 1917 the instrumentation was entirely brass and percussion, but in that year woodwind instruments and saxophones were added, and in the years immediately following, other instruments, such as the xylophone, chimes, and tympani, were introduced. As it stands today the organization has a complete instrumentation, and can present creditably symphonic compositions as well as those of the more ordinary type. In 1922 a teacher of violin was appointed and an orchestra started. In this same year instruction on the piano, viola, cello, and bass viol was added to the instrumental program. The organization of the Department of Instrumental Music in 1926 put that work on a parity with vocal music. The Department, as at present constituted, is headed by a Director, who is assisted by a Teacher of Piano, a Teacher of Violin, and two part-time instructors in Instrumental Music. The organizations under their direction are a Senior Band of 65 pieces, a Junior Band of 45 pieces, an Orchestra of 65 pieces (brass instruments from Senior Band), in addition to which there are 80 music students under instruction to become members of these organizations. There are also 12

piano students. The Senior Band still functions also as a military band and is an integral unit of the Battalion of Cadets. This Band and the Orchestra also appear as concert organizations on various occasions in the College and infrequently in public.

The Christmas Concert is always an interesting spectacle, for it is presented before an audience of three thousand persons. The setting is the beautiful College Chapel, with the Senior and Junior Choirs dressed in black gowns in the Choir loft, and the Band and Orchestra in uniforms of steel and garnet, the colors of the College, on the large platform. At each side of the platform Christmas trees decorated with colored lights provide a Christmas atmosphere, which is heightened by the lighted star high above the Choir shining upon the grouped flags of the United States of America, the French Republic, and the City of Philadelphia. The concert is always effectively introduced by an Echo Choir of selected voices singing "Silent Night, Holy Night," and brought to its conclusion with an unusual rendering of the beautiful "Good Night and Christmas Prayer."

At the twenty-fifth anniversary concert several members of the Band who participated in the first concert in 1916 were present, and the Girard Alumni Band and Orchestra Association presented to their former instructor, Mr. Frey, a gift as an indication of their appreciation of his contribution to the work of the College.

In addition to their regular appearances at the College, the Band played at the Penn Charter Color Contests in May, played a concert the same month at the Zoological Gardens at their annual May Day, provided the music at the opening exercises of the Bicentennial Week of the University of Pennsylvania in September, and the next month played at the Secondary School Band Day, which began the Cultural Olympics program of the academic year.

THE SPECIAL OR REMEDIAL CLASS

Dr. Ralph L. Johnson, Teacher of the Special Class, retired in the fall of 1940. His service dates back to the fall of 1910. He did a great deal of valuable pioneering work at the College,

and for a long time was its Mental Examiner. As his retirement approached, the continuance of the class was questioned. A study of the problem showed that the work, as Dr. Johnson had conducted it, fully justified itself, and Mr. John Francis Trainor, a teacher of broad experience with boys, was invited to succeed him.

The Special Class is one that has been used for the diagnosis and the salvaging of five types of boys, some of whom would be found in any similar boarding school handling three hundred or more boys. The five types are:

(1) The rather rare individual who has some physical disability, such as a serious heart ailment, and who likewise operates at a very mediocre mental level, and for whom placement on the outside, when his condition is known, is difficult. The program of such a boy must be limited and highly individualized. These cases are rare at Girard, but they do impose upon us a rather serious obligation to give them the help they need.

(2) The type of student who, despite all of our testing techniques and *group* educational methods, fails to exhibit behavior which will allow us to evaluate him accurately. This boy appears as one who is failing either in his schoolwork or in his social adaptation or in both. The only method of determination which is fair to the individual and to the system under which he is operating must result from what should be called *diagnostic teaching*. To accomplish this, such an individual must be removed from a regular group curriculum and placed in a setup where the curriculum is designed to give diagnostic results. This can be carried on only where a large amount of individual work with the boy can be done. The program for this sort of boy must have considerable flexibility, and his period of attendance will vary from one month to an entire term. Rehabilitation can be attained in no other way, and diagnosis of difficult cases can be arrived at in no other manner. During the past three years we have had approximately six or seven such individuals to deal with per year, and the effort has been justified by the results obtained both in terms of helping the individual boy, and of protecting the rather large investment repre-

sented by what has been expended on him up to the time that he has fallen out of step with his group. All such cases have appeared in the sixth grade or seventh grade, or first year in high school. This, of course, represents a crucial age period for all children.

(3) The type of case which can be thought of as disciplinary and of essentially a temporary nature. This is the boy who, we feel sure, can be adjusted socially despite the failure of all means which can be used in handling an individual as a member of a fairly large group. Here again the need is for a short period of individual advice and regulation which can be given only by a person who has the time and information to deal with him personally. Boys of this type have not "become unfit companions for the rest," to use a phrase from the Girard Will, but have given us the impression that they have character traits which will be satisfactory when made to operate correctly. In such cases the boy remains in the Special Class from two weeks to a month, and carries on some of his regular school program so that he will not be at a disadvantage when he is returned to his normal routine. During the past three years we have had considerable success in handling this type of case.

(4) There are some boys who have demonstrated that they cannot remain in the regular school curriculum and that they must be transferred from it to the Elementary Industrial Class. Because of the boy's age, or the fact that the change is indicated in the middle of a term, these boys are placed in the Special Class for a transition period. There are one or two such cases a term.

(5) Finally, there is the occasional boy who has demonstrated his unfitness to remain in any of our regular curricula, but who, because of distressing financial conditions on the outside, cannot be immediately separated from the College. Such an individual, remaining among students who are being required to meet specific rules and regulations, which he fails to meet, constitutes a demoralizing influence. Until separation arrangements can be completed by the Department of Admission and Discharge, this sort of boy is placed in the Special Class.

The Special Class is under the supervision of Dr. Twitmyer,

Director of the Department of Student Personnel, who plans its program in consultation with Mr. Evans and Mr. Trainor, and assumes responsibility for carrying it out. Admission to and removal from the Class is effected by the Department of Student Personnel, after consultation with the heads of the departments that are involved. A student may be included in it on a part time or a full time basis, depending on the individual need of the student. Precautionary methods have been adopted to prevent students from voluntarily attempting to gain admission to the Special Class.

During the year, fifteen different boys were members of this class, their stay varying in length. The largest single enrollment at any one time was eight.

HOUSEHOLD

At the beginning of his annual report the Superintendent of Household defines the work of his important department: "It has been said that the Household Department has the supervision of the boys during their time out of school.... The function of the Household cannot be so simply stated. It has charge of the study hours in which boys prepare their lessons for the school, holds special study hours for those who fail or fall below the standard and gives aid and encouragement to those beginning to falter. That boys make proper use of the grounds and buildings maintained by one department of the College, and of the food, clothing and furniture provided by another, falls fairly within the scope of interest of the Household. As in the family home, someone must determine that boys wear proper clothing for changing weather conditions and that they have the services of the Infirmary when its services are needed. The goings and comings of boys for vacations, Sundays and holidays are guided and controlled by members of the Household staff. The boys' social life to a large degree and athletics wholly fall within the purview of the Household. If education be thought of as working with books, the Household has a share in it; if it be conceived to include morals and manners and the



Photo by Philadelphia Ledger

STUDENT WAITERS GETTING "SECONDS" FOR THEIR FELLOWS

conventions of a cultivated community, that is a part of the offering of the College school and home life.

"Boys learn from the daily routine of home life to be clean, to give attention to their health, to meet their appointments punctually, to live peaceably with their associates and neighbors, young and adult, to control their appetites and to master temper and temperaments in the daily close contact with their fellows on student committees and in games on the playing fields. Excepting good morals, there are few things of more real value to a boy than good taste and good manners. They will accomplish a great deal when other things fail. Many boys have a grounding of good manners in their homes, or learn them by imitation of teachers and housemasters who are gentlemen. Others do not learn good manners automatically. They have to be taken aside by tactful teachers, housemasters and governesses and taught quite directly. A well known engineer when asked what advice he would give a young technical man in search of a job, replied, 'Tell him to choose his neckties thoughtfully and to be careful of his manners.' This and more personal suggestions are given unceasingly. Time and time again boys slow to learn have returned years later to express gratitude for and appreciation of our labors in their behalf."

The Senior Housemaster of Lafayette and Good Friends Halls, Mr. George H. Dunkle, returned to his duties in September after a sabbatical year of graduate study in education and related subjects at Pennsylvania State College. It was obvious that Mr. Dunkle was an eager and painstaking student and that he had been refreshed and stimulated by his year of study. After the pressure of work at the beginning of the fall term had subsided a little, he shared his experience with groups of Household members by discussing with them the phases of his study that were related to the work with boys, such as the development of character, personality and leadership, guidance systems, record forms, and behavior, including the treatment of maladjusted children. Not the least interesting and helpful was his reference to the literature that bore on the topics under discussion. Not only Mr. Dunkle, but also the Household Staff as a whole, profited from his year of study.

When Allen Hall was opened in 1957 as a residence for Senior-two boys in their final term at the College, it may have been regarded as an experiment, but it has long ceased to be so regarded. Mr. and Mrs. Zarella will soon have to say farewell to the seventh family of Seniors who have come under their refining influence and wise leadership. The Senior boys have had a social training and a personal guidance which were impossible to provide when they were divided among four different houses occupied at the same time by younger boys of the lower high school classes.

In order to widen the social horizon of the boys of the Senior and Junior classes in the houses, their program of dances has been extended in recent years. Instead of the fourteen dances of a few years ago, nearly double that number were held last year. The chief additions were made for the Post High School Class, the athletic letter winners, the Battalion officers and the Glee Club. The supervision of the dances is in the hands of a dance committee consisting of a faculty member, a household member, and a hostess. Other hostesses are chosen by the class from among the teachers, librarians, governesses, and the wives of the housemasters, teachers, and members of the Executive Staff. The dance committee advises the boys as to who should be invited and assists in sending out the invitations in due season. Under the same leadership the boys prepare the room, usually in Founder's Hall, decorate it, and arrange for the dispensing of simple refreshments. An orchestra of four pieces is provided by the College. The dance committees do yeoman service in giving beginners instruction in dancing and deportment. They have done much to make boys feel at ease in the presence of other young people of their own age. Within the past year groups of girls from the private schools in the vicinity of Philadelphia have been invited to attend.

The notable changes in Good Friends Hall, discussed in a separate section of this report, added two new sections and two governesses to the Junior School. Beyond the introduction of these two new groups in the Junior School, life there and in the House Group has not materially changed. The boys are well housed and have a program of activities suited to their needs.

During the year increased use was made of the playrooms in the basements. These rooms are used for purposes which the living rooms on the first floor do not serve conveniently. They offer excellent conditions for craft work, knitting, weaving, painting, bead and wood work. They lend themselves to the playing of more spirited games, now that the ceiling lights have been fitted with guards. Rhythm and harmonica band music and singing are best practiced in the twelve living rooms, seven of which are now provided with pianos. One section of boys in the Junior School and those in the House Group devoted attention to flower gardening in an unused corner just north of the Junior School and on the strip between the playground and the iron fence at the House Group. These experiments were surprisingly successful considering the nature of the soil and the inexperience of the young gardeners. Besides furnishing an interesting activity for the boys and contributing color and beauty to the surroundings, this project supplied flowers for the dining rooms.

The two weeks preceding our Christmas vacation are the busiest weeks of the year. At this time plays are staged, the annual concert is given and the houses, living rooms, school rooms and dining rooms are appropriately decorated, mostly by the boys. When the boys actually leave for their homes and the vacation really begins, the student population of the College is the lowest of the year. This year there were 154 present on Christmas morning when, following breakfast, a gift of the boy's choice and a box of candy provided by the College were presented to every lad. Special programs and events were planned so that none would feel that he had missed the spirit of Christmas by not going home. Extra motion pictures were shown, there was a marionette entertainment on Christmas Eve, additional holidays were granted so that boys might go out for the day, and a sight-seeing tour of the city by bus was arranged. Other informal entertainments were devised by the housemasters and governesses. Almost every Christmas there is some evidence that results compensate for all the extra effort.

In February, at the beginning of the second term, some modifications in our study arrangements for older boys were introduced. In some directions these modifications represented a

"tightening up," and in other directions they marked a liberalization of our previous requirements. High school freshmen and sophomores have had their study hall periods in the High School Building increased on each of the five nights by fifteen minutes. A separate study room has been set up in Allen Hall for those seniors who appear to need its restrictions. On the other hand, all high school boys are privileged to take any books that they wish to their dormitory houses at the close of classes any day, an arrangement that will tend to break down the old notion that study ought to be confined entirely to assigned study hall sessions. In Bordeaux, Mariner, Merchant, and Banker Halls special study rooms have been set aside during the entire week-end for the use of seniors, juniors, and I.H.S.-1 boys who maintain a good average and have no deficiencies at the end of a preceding term or report period. Such students may use this room instead of the regularly assigned Sunday evening study hall in the High School Building.

It is felt that the plan will teach greater responsibility for budgeting their own time to boys who are able to accept this responsibility, and that it will help to divest them of the idea that study is to be done only within the narrow limits of prescribed study time. These slight modifications in our methods are in line with our belief that, although our boys are well-liked outside and are sought by employers, they do not have as much self-direction and initiative as they might have, possibly because of the large groups in which they work and the great amount of external direction that they receive.

It is the belief of the President of the College, as expressed in his report for 1938, that it is the task of the administration of an educational institution "to carry on what is virtually a continuous survey of the many phases of its work." In order to make such a study of the House Group, where a more thorough-going survey than is usually made would doubtless be valuable, an interdepartmental committee has been appointed by the President of the College and is now at work. This staff committee consists of the Director of the Health Service, the Director of the Department of Student Personnel, the psychiatrist, three teachers, and the Assistant Supervisor of the Elementary



Photo by Philadelphia Bulletin

UTILIZING A HOBBY: RADIO REPAIR WORK

Schools as Chairman. A report will be made before February 1, 1941, to a sub-committee of the Committee on Household. The survey will include studies of the personnel, the activity program and schedule, the nature of the environment and its relation to attributes of home life, the elements contributing to character building, the wisest use of the physical plant, food, clothing, recreation, and the hygienic aspects of our House Group situation.

An evaluation of the work of all housemasters, governesses, and playground teachers was made by means of a rating scale adapted to our use from a similar scale used in the public schools of Pennsylvania. Interested groups of those to be rated worked on its preparation. Education, personal qualifications for work in the Household, methods employed, and results achieved were examined in detail. The qualifications and abilities to be taken into account were made quite objective in order to avoid error through bias. The work of each officer was compared with that of every other in his sub-division or unit, and a rating was assigned to it. The final judgment was a composite one made by several of those engaged in the supervision of the work. Although the rating revealed nothing that had not been known previously, it was profitable from the point of view of self-analysis. Weak spots were made the subject of discussion, and attention was focused on the importance of improving the methods of dealing with boys and the help that may be derived from professional reading.

Twice each year the housemasters in the four upper houses take stock of the personalities of the boys with whom they deal. They consider and report the characteristics of the boys in their care under the headings of health, scholarship, spending money, play, work, disposition, sociability, special interests, and nervous habits. Naturally the reports show that interests vary greatly and that most boys have adequate spending money provided by their relatives and friends, although a relatively small group have too little or none at all. Boys now have better dispositions than they used to have; there are fewer surly boys and more with sunnier dispositions than there were a few years ago. The relation between housemaster and boy is friendly and

natural, and the job of a housemaster has become more pleasant. An accumulation of these reports covering two or three years forms a very helpful background when boys have to be summoned to receive advice or admonition.

From observation, from the statements of members of the staff, and from the falling off in the number of cases requiring severe discipline, it is apparent that there is growing in the Household staff a deeper appreciation of the different stages through which boys must pass on their way to manhood. Staff members have come to realize that no teacher, guide, counsellor or friend can train boys properly unless he can see in their natural impulses the stuff that goodness must be made of. To be able to give the boy what he needs, they must summon to their aid all their resources of education, health, experience, and an abundance of sympathy and patience. Furthermore, they must be sustained by the truth of the following words from one thoroughly seasoned by experience with youth: "To remember our own adolescent vagaries and be patient with him; to watch him brandishing firebrands and restrain ourselves from snatching them out of his hands; to see him as a moon-calf and keep a sober face and soberer heart; tactfully to place the stepping stones for his advancement toward his social goals; and so to armor him with knowledge and ideals that he can come off victorious in his battles with sex, sloth and irresponsibility, to find his way at last to normal manhood—here is a task for which we can never be too well prepared."

CHANGES IN GOOD FRIENDS HALL

The year 1940 will stand out for a long time to come as an eventful year in Good Friends Hall. The possibility of reducing the number of boys in the ten sections had been previously considered, and the discussion was renewed this spring by a sub-committee of the Board's Committee on Household. The change was actually accomplished in the fall. The number of boys in eight of the ten sections was reduced by six and in the other two by nine, making sections of 34 and 31 boys. The number that would normally have been sent to Good Friends



GLIMPSE OF A LIVING ROOM IN GOOD FRIENDS HALL

was reduced by 66, and these remained in the Junior School in two new sections created for them in rooms that had not been brought into use.

A staff committee, with the President, planned the changes after visiting every corner of this building, and those parts of the Junior School and Lafayette Hall that were affected. The group consisted of the Superintendent of Household, the Supervising Principal of the Elementary Schools, the Supervisor of High School Instruction, the Director of Student Personnel, the Business Manager, the College Engineer, and the Superintendent of Domestic Economy. They may well feel proud of their work.

The living rooms in Good Friends were vacated for a period in the fall and were completely redecorated and refurnished with attractive and comfortable furniture. The lavatories were equipped with lockers and better storage facilities for boys' coats and personal effects. This has relieved the living rooms of clothes hooks and closets and gives them the appearance of living rooms. Arches were cut between Rooms 901 and 903 and between Rooms 902 and 904, thus enlarging considerably the small section rooms used by Sections 14 and 15. Draperies were hung, new pictures were placed on the walls of the living rooms and dormitory rooms, additional electric receptacles for numerous floor and table lamps were placed in the living rooms, and walls were repainted.

The improvements produced a miraculous change in the atmosphere of the whole building. One of the immediate results was an improved morale in the relations between household officers and students, which also happily has carried over in some degree to the classroom. The effect is one of satisfactory variety in color harmony, which makes the ten living rooms seem quite individual. Many of the arrangements, the selection of styles, colors, designs, and distinctive adaptations are products of the individual efforts of the Governesses, or of committees of the Governesses, Senior Housemaster, and other members of the staff. The changes are revelations of what can be done when a relatively small amount of money is spent and the best thought of a good many advisers is brought to bear upon a housing

problem. They have pointed the way for future improvements in other living rooms.

PHYSICAL EDUCATION AND RECREATION

The physical fitness of a school, like the physical fitness of a nation, is always a matter worthy of careful thought and consideration, and under the stress of emergencies calling for increased strength and endurance it becomes a matter of paramount importance. The present program of national preparedness constitutes a type of emergency which naturally leads to taking stock of methods of procedure and tangible results, with a view to strengthening the weak places in our program and adding new and practical objectives. It is quite probable that the next few years will see greater emphasis placed upon the development of physical resourcefulness, courage, and ability to carry on vigorously, regardless of immediate environment, but it should not be at the expense of the other qualities which go into the building of character. Fair play is still one of the most important objectives that athletics can but does not always reach.

Much stress has been placed at Girard College upon the development of muscular coördination as well as on a wider participation of many boys in a greater number of games. An attempt has also been made to make this participation more regular and of increasing variety and vigor. This program of athletic participation has been extended farther down into the grades than previously, and the work of the housemasters in Good Friends and Lafayette Halls, as well as the work of the playground teachers, calls for special commendation. Under this plan the objective of "athletics for all" comes nearer to being reached than has been possible in the past.

In the gymnasium, in the swimming pool, and on the playground, boys are given an opportunity to express their desires as to what the program shall be. The objectives of the various groups are explained, and suggestions for making the work more interesting and practical are encouraged. Some of the suggestions are of considerable value, and all seem to indicate

that the boys are interested in being included in the organization and management of their recreation periods.

This fall several of our boys were invited to take part in the Cultural Olympics held at the University of Pennsylvania. The group presented a series of tableaux of athletic games and field events. The presentation was well received and brought forth much favorable comment. The athletic and recreation demonstrations held on Mothers' Day in June also presented a fine variety of performance and were enjoyed both by the mothers and by the boys who participated.

Interhouse athletics consisting of soccer, basketball, baseball, swimming, volley ball, tag football, and track met the need of out-of-door play for high school boys during their time out of school. Each of the houses had teams in these sports composed of players other than those on the school team. They played two or three games in each sport with the three other houses. Teams of six to eleven boys, therefore, competed in no less than 144 games during the year. Interest ran high in these interhouse games, and the experience prepared the players for places on the teams in interscholastic competition, though this is not necessarily the aim of interhouse sports. Bordeaux Hall won the competition in track, volley ball, and tag football; Merchant in baseball, basketball, and swimming; and Banker in soccer. It is to be noted that Bordeaux and Merchant led in interhouse athletics, while Banker led in interhouse competition in scholarship, and incidentally, has held the Scholarship Trophy for six successive terms. That interhouse sports hold much interest is indicated by the fact that second team schedules were played in the majority of the seven sports, and frequently "midger" or third team schedules were promoted.

In our varsity athletic competition several features are of general interest. The first was the formation of a tennis team which played a schedule of seven matches, winning four and losing three. This is striking when one considers that a varsity tennis team has not been in existence at Girard College for many years. These matches were played either in the Armory or on the courts of our opponents, inasmuch as our outdoor tennis courts are insufficient in number to make possible the

playing of standard matches at home. Indoor tennis began immediately after the close of the basketball season, and the recreation building supplies a suitable place for holding these matches.

Secondly, our basketball team won six of the twelve games played, though in previous years it had fared badly. Boys on visiting school teams are usually between seventeen and twenty years of age, while boys on our teams are sixteen and seventeen years of age. This difference probably favors the opposing team so far as experience is concerned, but especially favors them in maturity and height, which are of at least equal importance. During the past season increased drill and instruction in basketball technique were provided in order to offset this handicap of maturity and height. Extensive groundwork covered previously in the house competition and in Lafayette Hall and the Junior High School was also valuable. In view of our previous record an equal division of six victories and six defeats during the recent basketball season indicates a marked improvement.

Recently, fall basketball was introduced for those boys who were not members of varsity or house soccer or swimming teams. This winter, soccer and tag football have been provided for those boys who do not play house or varsity basketball. This plan gives a wider variety of games from which a boy may choose in a given season.

Our varsity swimming, soccer, track, and baseball teams continued about as in the past with the result that our combined varsity teams won seventy per cent of the games played, exclusive of three tie games, which is a highly commendable record. The swimming team took fifth place at the Lehigh University Interscholastics, fifth place at the Rutgers University Interscholastics, and fourth place at the National Interscholastics held at the Penn Athletic Club.

Opponents in major sports were, with few exceptions, those of previous years. A summary of the results in interscholastic sports appears as Appendix E.

The Post High School teams also gave good account of themselves, not only winning a fair share of their contests, but

in addition engaging in active participation every boy in the Post High group who was physically able to play. This is quite satisfactory inasmuch as most of these boys had little or no varsity experience before going to Post High.

Unreasoning obedience to authority is the first and most important virtue for those who live under a dictatorship. Conversely, in a democracy, where the individual and his needs and desires form the base on which the state is built, there must be a large and well-understood individual responsibility for the social order. There must be an operating sense of obligation to promote social welfare and to sacrifice or fight, if necessary, for its protection. This moral and spiritual state of mind does not just happen but, on the contrary, must be carefully taught and frequently reviewed. One of the fields where the Girard College boy is given this training, not only by precept but also in laboratory performance, is found in Boy Scout activities. Here the boys act in small groups or patrols, and each individual is responsible not only for his own conduct, but also for that of the patrol.

An experiment was tried this year which resulted in broadening somewhat the opportunities for High School Scouts. Older boys from the upper houses were appointed patrol leaders and acting assistant Scoutmasters in the troops comprised of younger boys, with the result that the troop attendance and accomplishment were put on a new level. This was particularly noticeable on hikes, when the leadership was in no small measure in the hands of the older boys. Another helpful project was developed by those Scouts who were at the Girard College Camp this past summer. Here they were encouraged to continue their Scouting, and much new work was done in merit badge acquisition, with special emphasis being placed upon lifesaving, watermanship, and nature study.

In the city-wide reorganization of Scouting, which was put into operation this year, Mr. Archibald Ralston was appointed Institutional Representative with the duty of coordinating our troops with troops in other parts of the city, and Mr. George B. Diamant was appointed Neighborhood Commissioner with the duties incident to the coordination of our own six troops. These

appointments, though recent, are proving the wisdom of this newer type of administration. Appendix F provides a tabulation of enrollment and accomplishment during the past seven years.

The work in Corrective Gymnastics now being carried on at the College is far-reaching and is doing much to compensate boys for either unfortunate inheritance or accident. This past year for the first time this work was not discontinued during the summer vacation but was, on the contrary, carried on at both the College and the Camp with satisfying results. The Teacher of Corrective Gymnastics has had under his guidance during the past year 409 boys for correction, some boys having two or more physical irregularities, of which number 148 have been discharged as cured.

THE SUMMER CAMP AND ITS ENLARGEMENT

The names of the complete Camp staff for the past summer are presented in Appendix G. Eighteen different colleges were represented in the personnel of the camp councilor staff distributed as follows: Senior Councilors, 12; Junior Councilors, 6. There were 4 former Girard men who served as Senior Councilors, while 10 served as Junior Councilors. The staff functioned harmoniously. The Post High boys worked well with the veteran councilors and produced an efficient organization. Dr. Ned Tyson Raker, the Camp Physician, had the boys' interests at heart, understood them, and was faithful and earnest in their service. His work stands out as being of a high order.

This year the high school boys who did not go home, but were not required to remain at the College to attend summer school, 193 in number, were included in the first group to go to the Camp. Their summer was not wholly devoted to swimming, boating, and overnight hikes. Most of them were assigned the task of constructing under supervision twenty-four new cabins, ten by sixteen feet in dimensions. Each cabin accommodates eight campers. Thus the capacity of the Camp nearly doubled. The project involved the Mechanical School in that twenty-four of the older boys selected from almost all the shops were trained

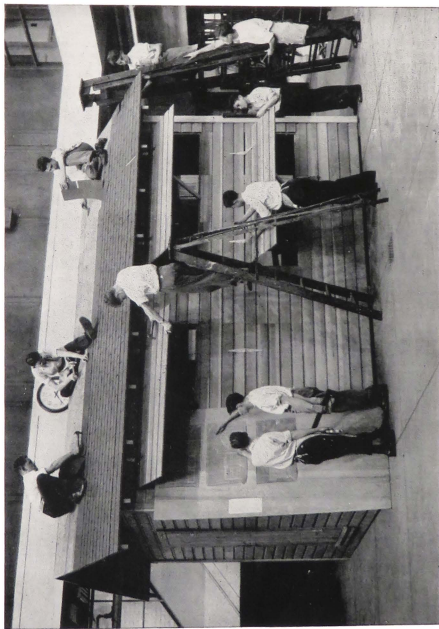


Photo by Philadelphia Bulletin

CONSTRUCTING MODEL OF A HOUSE WITH THE COMEYARD OF THE MECHANICAL SCHOOL

as squad leaders, each to have charge of a group of six or seven younger high school boys assigned to the construction of a cabin. A plentiful supply of working drawings and printed direction sheets was prepared. During the spring months one cabin was erected in the court of the Mechanical School, and each of the squad leaders was carefully instructed at every stage of the building. This cabin was on exhibition on Founder's Day, and on the day the Committees of the Board met at the College in June.

The cement piers were installed before the boys arrived on June 27. Except for these all the construction was done by the boys of the upper houses. The work of actually building these cabins was completed in ten working days, and by July 18 the painting was completed and the cabins were occupied.

The workers were divided into three groups. Thirty of the smaller and less "hand-minded" of the boys were formed into a Mess Detail which took care of the dining room work (dish-washing, cleaning, sweeping, and serving) for the three weeks during which the construction and painting were in progress. Two working squads of eighty boys each were formed out of the remaining boys, one crew working in the morning and one in the afternoon on four-hour shifts, alternating daily. In turn, each group of eighty workers was broken up into crews of three or four which were assigned to a foreman to work on an individual unit. Mr. Charles Mercer, transferred from the College, took general charge of the operations. Specifically, he was responsible for the construction of eight cabins. Mr. Lawson S. Earl, senior councilor, supervised the construction of eight cabins, and Mr. Earl Yandow supervised the construction of the remaining eight cabins. The weather was cool and clear, with only one showery half-day during the three weeks of labor. The boys worked hard and showed a very fine spirit of coöperation. The Superintendent of the Camp says that he cannot commend too highly the work of our boys in undertaking and carrying to a successful conclusion the construction of this new camp unit.

It was necessary to enlarge the toilet and lavatory facilities, drill a new well 109 feet deep, install another pump, build a

pump house, and replace the old cesspool with septic tanks. This work was done by contractors with the exception of the new pump house, which was built by the boys and the councilors under the supervision of Mr. Louis A. Huguenin, Camp Caretaker. We now have housing accommodations for 376 boys and the necessary councilor staff. To complete the new unit it would seem wise to consider the construction at some time of a recreation building approximately forty by sixty feet, with a fireplace and electric lights. A large part of the construction work necessary to erect such a building might be done by the boys. We are anticipating in the near future making provision for more space for refrigeration and storage. Two new stoves have been installed. The three stoves which were used for a number of years have been removed and rebuilt into two.

Careful study has been made of the work of last summer and of the improvements that the expanded Camp have brought about. In the summer of 1941, with the abandonment of the use of the tents, we shall have approximately 376 places for boys in the Camp; that is, 196 places in the old cabins and 180 in the new. No further expansion at the Camp is planned for the summer of 1941, although a forestry project will doubtless bring an improvement in at least part of our rather extensive woods. It is planned to take the youngest boys to Camp during the first of the three Camp periods. Tutoring classes for the High School will be held during the first and second periods, as heretofore, and those for the Middle School and Seventh Grade will be changed to the second and third periods. We shall permit all boys in the sophomore, junior and senior classes of the High School, who have no home vacation, to go to the Camp for the entire second and third periods. As an innovation, we shall permit other boys of these classes to spend all or part of the first and second periods at home and then go to Camp during the third period. These arrangements will make maximum use of our Camp facilities and will bring about some desirable changes in the life of our boys.

The Camp Superintendent's observation is that the principal difference between the boy's reaction in Camp, as reflected in his conduct, and the same boy's behavior at the College is one

largely of environment and the individual rather than mass response. Further, at Camp he is doing the things that he likes to do, restrictions are fewer because we are dealing with smaller groups, and he is enabled to do many of the things which he cannot do at the College. The country boy, on arriving at Camp, finds himself immediately at home and proceeds to interest himself in those pursuits which would have occupied his time on the farm or in the country. The city boy, on the other hand, attempts to adapt the Camp life to his city life. He likes to play the games he could play at the College, he wants movies, and embraces every opportunity to get into town. In time, of course, these habits are modified and the city boy begins to adapt himself to his environment.

Last summer both city boy and country boy attacked with great vigor the task of constructing the new cabins. There they stand in silent testimony to what the enthusiasm and energy of youth can accomplish with careful training and under competent leadership.

THE DEPARTMENT OF STUDENT PERSONNEL

During the year 433 candidates for admission to Girard College have been examined by this department. In this group were those admitted in September 1940 and those to be admitted in February 1941. All examinations were given individually and included both a psychological and a school proficiency examination.

As previously reported, the admissions work, though consuming the minor part of the Department's time, takes precedence over its other duties. The writer believes that the procedure now in operation is satisfactory, and that the selection of the correct type of material for our student body is being made as accurately as is possible. We are definitely pursuing this work with the thought in mind that where improvements may be made, they will be effected; and we are leaving no stone unturned which will bring to light any weakness or inefficiency in our present procedure. In other words, we have a research point of view

and the sole purpose of any findings will be to improve the College.

The department has called on the psychiatrist to a larger extent this year than in the past for his judgment in regard to the eligibility of admission applicants. This has been done whenever a candidate displays signs of neurotic instability. In addition to these admission cases, the psychiatrist has studied twenty-six students, of whom thirteen were seen five or more times and given continued treatment.

Among the problems found in this group and studied by the psychologist and the psychiatrist are those which cause serious misbehavior detrimental to the group life as a whole, and those which, though less troublesome in this respect, are of serious import to the individual. The question arises at times as to what risks from a social behavior should be tolerated in an effort to help the individual case. The policy pursued has been to be as practical as possible in considering the effect of non-conformed behavior upon a large number of boys. Recommendations concerning the treatment of cases, or for dismissal, have followed a general plan of not urging retention of boys in the College whose problems might seriously affect others in their household surroundings. In line with a conservation attitude, a number of boys needing careful treatment have been retained without serious consequences. This situation would not exist if it were not possible to secure willing coöperation from various members of the school and household staffs, who have gone out of their way to provide ways and means of handling special cases. The College has benefited by the many constructive suggestions made by both the psychologist and the psychiatrist in connection with these problems and its general work.

Some changes have been made in the corrective speech work. The speech lessons are now given from eight to nine o'clock on the five school-day mornings, before the boys are physically tired from a day of work and play.

Moreover, this hour is suitable because the work does not conflict with other duties assigned during the school day. Only individual lessons are given since these prove to be far superior to the group instruction carried on before the organ-

ization of the department. During the year 317 individual speech lessons have been given, none of which has consumed less than thirty minutes. The number of lessons per boy ranges from twenty-seven to forty-seven, and eleven boys have received this instruction. Among them are six boys who are in grades no higher than the fourth. In other words, we are getting the real speech cases early; those diagnosed as survivals of baby talk or what is technically called "infantile mutilation" can usually be corrected by the classroom teacher. Of the group of eleven, three will be dismissed at the end of this term as requiring no further teaching. Only two of the eleven have an unfavorable prognosis, although even these will probably be improved and their handicap lessened. It is to be borne in mind that it is not the policy of the College to refuse admission to applicants solely on the basis of speech defects.

One case which is of particular interest is that of a boy who was admitted in September. He appeared for our entrance examination during the latter part of May and was suffering so seriously that it was impossible for him to produce more than ten per cent of the speech necessary to carry on general conversation. As a result of our psychological examination, it was obvious that this youngster had better than average mentality, and yet at the age of nine, owing to his speech handicap, he had been much retarded. The picture presented by the boy when he was seen might have led many to question his eligibility for admission to Girard College. It was obvious that until his speech defect was corrected his school progress would become slower and slower. Arrangements were made for him to attend a Corrective Speech Clinic at the University of Pennsylvania during its summer session. Here the initial steps required for overcoming his handicap were started in the form of individual instruction which he received five days a week over a period of six weeks. His mother coöperated in this program and we saw the boy again upon the completion of this treatment period. He was admitted in September, and we continued from the point where his summer work had stopped. This case was so serious that it would have been hopeless without intensive training. Since his admission this boy has been receiving four individual teach-

ing periods per week, and has so improved that we may predict a complete cure unless he has some unanticipated physical setback. While it will probably require another two years to reach this goal, he is now at the stage where he is able to maintain himself scholastically at the proper level, and his adjustment at Girard College is now going along normally.

The importance of the individual approach in our work can never be over-emphasized. Our professional staff knows this and carries the conviction into its work. During the year the Director had 560 individual conferences with boys which had to do with student adjustment problems. The policy has been continued of having individual conferences with mothers of boys where such action seemed desirable. As contrasted with 65 such interviews in 1939, there were 82 this year. Last year's annual report indicated case records for 377 student adjustment problems, which was an increase of 128 over 1938. As of December 31, 1940, the figure has risen to 514. This is exclusive of the information which is in the files of the Department resulting from admissions examinations, psychiatric records, vocational guidance examinations, and speech records.

Because of changes this year in the Special or Remedial Class a separate section of this report has been devoted to it. It is to be noted that this class is under the supervision of the Director of the Department of Student Personnel.

The individual examination of each boy going into the Elementary Industrial Class has been continued and has justified itself now to the extent where it is carried on as a routine departmental activity. The conferences among Mr. Evans, Dr. Dunlap, Mr. Clyde Martin and Dr. Twitmyer have also been continued and the status of each Elementary Industrial boy and a large number of Intermediate High School boys has been discussed individually. At such meetings the Department adds the results of its test findings to the information which these gentlemen have concerning our students. The practice of permitting a boy assigned to one of these classes to rehabilitate himself academically and return to the High School has been continued. As a result of introducing tutoring in seventh grade subjects in the 1939 summer session we had been able to salvage

six out of seven Elementary Industrial class boys and promote them to the first term of the High School in the fall of 1939. Previously nothing has been done for such boys, but the recent experiment appears to have justified itself. As a result of the summer tutoring, and the fact that Dr. Twitmyer has kept his eye upon these boys this year, five of the six boys have passed their subsequent work without conditions.

The vocational guidance testing program has been expanded. Group vocational guidance examinations consisting of five tests, have been given to 154 students of the 2-1 classes. In addition, 32 boys of the 2-1-3 classes received a battery of tests which were given individually. When Mr. Evans and Mr. Bowman met to decide the vocational course for each boy, they had before them the results of this testing program. There seems to be no doubt that the assignments now made involve the utilization of all the possible data obtainable. Unquestionably it would be valuable to have individual tests for each member of the class, but the small size of the departmental staff makes this impossible.

Every now and then the question is raised in the High School Faculty as to whether the caliber of the boys who are coming into the High School is getting better or worse. Tests have been given by the Department of Student Personnel during the last two years and may provide a partial answer. The results of these tests, given under uniform conditions during the first half of the sophomore year, have shown a regular decrease since being administered to the class which is at present in the lower half of the senior year. In all of the materials used the group standards have dropped until the past year. The trend has reversed itself. This month the same tests were given to the appropriate group under similar conditions. The group standards for all materials used were the highest obtained since the introduction of this testing program.

A downward trend might have been justified, however. We are salvaging some boys who several years ago would have been discharged for poor scholarship. They are not as able as their fellows but are capable of completing the new General Curriculum in the High School. Dropping a boy from the rolls

at the age of fourteen when he can be salvaged does not seem to us to be good business after several thousand dollars have already been spent upon him.

So frequently is the question raised whether an applicant for admission from a home where a foreign language is spoken is not at a disadvantage that the writer thought it would be well to provide some amplification of his remarks on page 61 of his report for 1937. At his request the Director of the Department of Student Personnel prepared a statement that includes the following paragraphs:

"Previous admission examinations were administered to groups of applicants, whereas now each boy is tested individually. There are no test materials available for group testing which do not handicap those whose training in language, usage, and comprehension has been below standard. I am forced to conclude, therefore, that while the College was protected by such a method, there must have been numerous applicants who would have received greatly improved ratings under the system now followed.

"In the matter of predicting the intellectual potentiality of the boys we examine between the age of six and ten, our present techniques are designed to differentiate between a lack of native mental ability and that which is as yet undeveloped because of inadequate training and teaching. Obviously language comprehension must be considered in doing this, and we utilize test materials which will accomplish this purpose.

"To do this we use several types of intelligence tests which are known as 'performance tests.' The distinguishing characteristics of this type are found in the fact that they are non-verbal, as contrasted to those which require verbal directions in giving them to the child. In a performance test the subject's response is entirely in non-language terms and the examiner's explanation can be in pantomime if necessary. It is quite simple in using these tests to determine whether or not the subject understands the directions. In the United States especially these tests have been needed because of the large foreign-speaking population among both adults and children and have been in use for several decades.

"Measurements of this sort consist, for example, of (1) a series of pictures which are to be arranged in logical order; (2) form boards, where wooden geometrical shapes are fitted together as in a puzzle; (3) paper and pencil mazes where the subject must trace his way out through a pathway; and (4) picture completion tests in which the subject must decide what is missing in a series of pictures. All of these are graded and standardized for various age levels, and assure the child of being confronted with a task suited to his particular age. Incidentally these types of materials are used where language is completely ruled out, as is the case in examining children who are deaf or suffering some serious speech defect. However, as I have mentioned above, we use them in all examinations, even with those who have demonstrated satisfactory language facility on verbal test materials.

"Finally, I would like to re-emphasize the fact that our final judgment on a child's mental level is based on several factors. We have before us a rather complete social history of the child's family and educational background. In this report is noted the languages spoken at home, and it is routine for us to question the child on this point. In several instances, to insure a fair test of a child who was below standard, we have made use of an interpreter, though the necessity for doing this occurs rarely. Likewise, I would like to point out that our ratings are based on *qualitative* as well as quantitative findings. We place a great deal of emphasis on the former, for many children perform at an extremely satisfactory level despite the fact that the amount they accomplish is less than might be expected. Here again is a type of evaluation which can only be derived through individual testing. Our ratings are the summation of the child's performance on a battery which never includes fewer than nine tests, exclusive of the Binet Intelligent Test. Seven of the nine are non-verbal or performance type tests. When there are any doubts concerning the child's ability, we use several additional tests, most of which are likewise non-verbal."

Needless to say, the efforts of this Department, after a boy is admitted, fit in with the philosophy of the College to emphasize the individual approach. In closing his report the Director says:

"I should like to record the fine coöperation and interest which has been forthcoming from members of our teaching, household, recreational, and administrative staffs in helping the department to carry out its work with individual boys. I find that more and more they are taking advantage of information in our files, and seem quite eager in most cases to aid us in our efforts." This results from increased professional understanding on the part of a well prepared staff and the reduction of institutionalism, regimentation, and mass handling to a degree impossible a quarter of a century ago.

ADMISSION AND DISCHARGE

For the Department of Admission and Discharge, 1940 has been a year during which all phases of its work have progressed smoothly and without noticeable interruption. While in 1939 much effort was devoted to the improvement of various procedures, and to building upon what was felt to be a firm foundation, this year the results of these earlier efforts made it possible to discharge the many and varied duties of the department without the strain of past years. Such minor changes as seemed advisable were effected with a minimum of effort. A territorial file of the student population which was started late in 1939 was completed and is now kept up to date. Its varied use makes it a valuable instrument.

Again the percentage of boys leaving the College after successfully completing their courses of study increased, 82% as compared with 80% in 1939 and 72.8% in 1936. Appendix H provides a detailed analysis of dismissals, with comparative figures for the preceding four years. Of the boys discharged, those who found it necessary to leave for poor scholarship (4.1%) or misconduct (9.8%) constitute only 13.9%, as compared with 22%, 25.4%, 16.7%, and 18.4% for the years 1936 to 1939 respectively. Actually, this figure, 13.9%, is the lowest in the history of the College. Much credit for it goes to the Department of Student Personnel as well as to the department under review, and also to the work of the staff

committee that for three years has periodically reviewed the records of the boys.

Occasionally the question arises as to whether a boy born outside Pennsylvania has an opportunity to enter the College. Those who know the Girard Will recall that Pennsylvania-born boys have prior claim to admission. Boys born outside the State have little chance of admission, even though they remain upon the list for four years. This occurs because the application list is constantly being replenished by boys born in Pennsylvania. So far as the Office of Admission and Discharge is able to determine, no boys born outside of the State of Pennsylvania were ever admitted except in 1877 and 1878. In 1877 one boy born in the City of New York was enrolled, and in 1878 five boys born outside the State were admitted, one from the City of New York, one from the City of New Orleans, two from the State of New York but outside New York City, and one from the State of Delaware. Thus, of the more than fourteen thousand boys accepted by the College since its opening, only six have been born outside the State of Pennsylvania.

JOB PLACEMENT

The Superintendent of Admission and Discharge says: "It would be appropriate to catalogue 1940 as one of the most unusual years experienced by our Placement Service. Business reacted almost instantaneously to the uncertainties attending the recent history-making Presidential Campaign. Then, too, the uneventful early months of the war, together with the catastrophic close of its first chapter, provided unpredictabilities which left their indelible stamp on this year's placement record. In six separate instances the much heralded 'green light' appeared, but in an equal number of months, the same light changed to an unmistakable 'red'!... Regardless of the year's uncertainties, the number of placements registered in 1940 approximated those in 1939."

Placement figures for 1935 to 1940 inclusive appear in Appendix 1.

The distribution of alumni placed in the several occupational fields followed the lines of 1939: again, 53% found employment

in manufacturing, 25% were engaged in clerical pursuits, and 12% were absorbed by mercantile establishments. Surprisingly enough, there was no increase in the percentage engaged in government work. This is no doubt due to the fact that thus far only skilled workers have been sought. The situation may change during 1941 when the apprenticeship group should become the most logical unit from which to recruit additional workers. The average weekly earnings in most occupational fields were higher during the year, and the average weekly wage of \$18.30 for all placements represented a net increase of \$1.30 over the 1939 average of \$17.00. Alumni placed in 1940 earned a weekly aggregate of \$12,009.00, which, on a yearly basis, would amount to \$624,468.00. The average age of alumni placed was twenty-one years, an indication of the Department's follow-up activity. Appendix J shows an analysis of the placements by occupational fields with the average weekly salary and average age of young men placed in each field.

Of the 1725 interviews with alumni held by the Department during the year, 71% concerned placement, 22% problems of a social service nature, and 7% work problems. Alumni cooperation in placement of their fellow alumni continues to improve with each year. During 1940 former Girardians were responsible for one hundred and fourteen placements, an increase of twenty-five over the 1939 figure.

It is interesting to note the specific experience of the young men who left Girard in June of 1940. Four days prior to graduation, 22% of their number had secured positions; four days subsequent to graduation, 36% were at work; by the end of June 55% had been successful in making a beginning; and August closed with 100% of the Philadelphia and 75% of the upstate boys employed. This is a good record and that for the Class of January 1941 promises to be even better.

Girard alumni have indeed been fortunate. To be sure, we must recognize the tremendous danger of having hundreds of thousands of American young people unemployed. As Mr. James Marshall, President of the Board of Education of New York City, has summed it up: "Idle young people between the ages of 18 and 24 are a political menace, ready to follow what-

ever leader may come along with false promises." The history of ideas shows the wisdom of Mr. Justice Holmes's remark that "the best test of truth is the power of thought to get itself accepted in the competition of the market." Similarly, the history of vocational training shows that the best test of a young man's training is its power "to get itself accepted in the competition of the market." The young man asks himself: "Can I get a job? Shall I be able to hold it, or advance to a better job?"

Evidence of a Girard graduate's acceptability and of the discerning judgment exercised by the Department of Admission and Discharge is revealed by a recent study which indicated that during 1940 the ratio of job placements to referrals was 1 to 2.5. The importance of these figures is more evident when they are compared with the record of the average good Personnel Department in industry, where very often as many as ten applicants are interviewed before one is selected.

Circularization of the 3000 "live" employer contacts, which comprise our "market," continues to bear fruit. For variation this year the Department of Admission and Discharge changed from folder to letter and calendar. The letter stressed a fact of importance to employers while the calendar provided an excellent medium to be used as standard practice each January. The public relations program continues to include addresses to service clubs in Philadelphia and elsewhere in Pennsylvania, newspaper and magazine releases, radio broadcasts, and visits of business and civic groups to the College. The Philadelphia Junior Board of Commerce, for example, had a luncheon meeting here and toured the campus, and the Camden County Industrial Club, composed of industrial supervisors numbering about three hundred, held their closing meeting of the season at the College.

All departments cooperate in the attempt to train the Girard boy to become a cultivated individual who will also be qualified for employment. The Mechanical School, for example, in the words of its Superintendent, "provides for each boy a sequence of experiences designed for helping him to discover and to develop his abilities, interests and skills; and trains him so that

when he leaves Girard College he has traits of personality and skill in some field of industrial work to convince a prospective employer that here is a young man worth employing. This plan starts with guidance in school and ends with placement in industry. During this past year, contacts even closer than usual have been maintained with the Department of Student Personnel, the High School and the Department of Admission and Discharge. The ever increasing amount of information accumulated by Student Personnel in the dossier of individual boys has repeatedly been helpful in solving problems concerning the attitude, conduct or progress of boys. The strengthened courses of study of occupations in the High School increase the knowledge which each boy brings to the consideration of his own choice of vocational work. The frequent occasions when the members of the Department of Admission and Discharge bring prospective employers to visit the shops give our instructors opportunity to explain the details of our training to men who are greatly interested in such details. Several times during the past year larger groups, such as Optimist Clubs and Foremen's Clubs, have visited the shops. This kind of publicity seems to be very effective in paving the way for placement of our boys in employment."

THE HEALTH SERVICE

Physical examinations for the year showed a markedly splendid health level. The general health situation has been encouraging in the year 1940 throughout the entire College, despite an invasion of whooping cough, of which there were thirty-eight cases. There had been no cases of whooping cough at Girard for many previous years. Some cases of measles occurred in the spring, but a threatened epidemic was checked owing to the fact that our population had a high degree of immunity resulting from previous attacks, many of which had occurred before admission.

The Director of the Health Service states: "One of the striking features, even more notably evident this year, is the response to College life by some wretchedly nourished new children. In three months' time there is an emphatic change

not only in fat deposits but in skin turgor, muscle development and bony structure. Blood pictures also speak very well for the dietetic and hygienic environment of the College in the lower schools." Dr. Bauer also reports an improvement in the matter of foot infections. In the summer months four boys were sent to the Children's Heart Hospital for a period of eleven weeks. This arrangement was made at the suggestion of the Chairman of the Committee on Household, and it was unquestionably productive of benefit.

The Eye Division has had little to do except eye refraction. The number of eye examinations has been stepped up this year with special reference to near-sighted students. This has increased the number of glasses changed, but the situation will iron itself out in the next year or two. The Ear, Nose and Throat Division has been kept busy with upper respiratory infections, but no extensive operative work was necessary, and the number of ear operations and opening of ear drums was much lower than usual.

It may not be inappropriate to remind the readers of this section of the report that the Health Service is busy throughout the entire year. Dispensary treatments totaled 7,166 during the month of May, for example. Of these 1,333 were dental, 152 were ophthalmological, 207 were otolaryngological, and 5,474 were given in the regular treatment lines of the Infirmary. The average daily dispensary census in the Infirmary for May was 50.9, and the average number of hospital days per bed patient was 8.4.

The Dental Clinic has kept up its splendid work throughout the year. There has been no lagging in the consummation of the dental work in any instance, and the organization runs smoothly and efficiently. There has been an increase in the number of dental x-rays because Dr. Stone feels that a check by x-ray in the earlier years will save a great deal of trouble later, particularly at the time of graduation when this x-ray work has customarily been done, and when it is too late for adequate follow-up. Similarly orthodontic work now begins earlier in a boy's career at the College.

The health of the boys while away during vacation periods

is an important matter and improvements have been made in our arrangements to have mothers and guardians inform the College if illness occurs or some emergency arises.

Appendix K presents the statistical reports of the Infirmary and its subsidiary divisions for the year.

PLANT MAINTENANCE AND BUSINESS OPERATIONS

During the year the mechanical maintenance force took care of a total of 10,293 jobs, which was 55 more than in the preceding year. While every effort is being made to keep the plant in good order, and at the same time keep down the cost of maintenance, there are bound to be steadily rising costs because the large amount of mechanical equipment in the newer buildings is gradually reaching the point where more frequent repairs are needed to keep it in satisfactory operation.

The large building program that went on from 1924 to 1933 has, of course, increased living and operating standards, and has therefore increased our maintenance requirements and costs. The latter tend to increase slightly each year as the buildings become older. The improvements include the completion of the Armory in 1924, the rebuilding and enlarging of the Mechanical School in 1925, the rebuilding and enlarging of the Laundry and the completion of the Dining and Service Building in 1927, the completion of the High School Addition and of the Mechanical School playground toilet building, and the rebuilding of the dining rooms in Lafayette Hall in 1928, the completion of the House Group in 1929, the completion of the Junior School and of the three residences in 1931, the remodeling of Allen Hall in 1932, and the completion of the Chapel and the Library in 1933. This is an imposing list of physical changes that might well make us realize that we have undertaken rather large maintenance obligations.

The total cost of operating the Department of Grounds and Buildings during the year 1940, exclusive of janitor and cleaning services, was \$209,668.27, which was \$11,593.65 less than during the previous year. The wall-washing schedule was adhered to, and a great deal of exterior and interior painting was done. In the Armory and Recreation Building several rooms

at the southwest corner of the balcony were reconstructed into an office and a band room. Water-cooling apparatus was replaced in various parts of the College. Gas equipment in the kitchen of the Dining and Service Building was replaced by contract. The brass laundry washing machine, which had been in use since 1896, broke down in the fall of 1940. In the budget for 1941 there is an appropriation made for \$10,000 which is to take care of the new washing machine and also three 40" extractors. The extractors now in use are about 28 to 40 years old (1900-1912). They are not properly equipped to meet the Pennsylvania State laws governing machines of this character and cannot be made satisfactory.

The heat control equipment installed in Bordeaux, Mariner, Merchant and Banker Halls during 1939 has been in successful and satisfactory operation for over a year. Not only have more even temperatures been maintained in the four buildings, but the installation has more than paid for itself in one year of operation because of the saving in coal. The heat control system installed at the Power House the latter part of this year is in operation, and it too has proved to be very satisfactory in maintaining more even temperatures in buildings not equipped with temperature regulating devices. The system has not been in use long enough to determine the economy in the use of fuel, but it is believed that after a year of operation a saving will result. A saving in coal, however, was of secondary concern, since the main purpose of the installation was to regulate temperatures.

After the investigation made by your Board and the subsequent decision to continue the Power Plant for the production of steam and power rather than purchase these services outside, the roof of the boiler room was raised by contract this year preparatory to installing new boilers. The contract for two new boilers to replace the two on the west side of the boiler room has been awarded, and it is hoped that the installation will be completed in 1941. This is only the start of a program which will not be completed until the four boilers on the east side of the boiler room are also replaced. These boilers are nearly as old as the two on the west side. The two new boilers to be

installed are of sufficient size to carry the entire load under present conditions when both are in use. There should, however, be a third boiler for emergency use, the same size as one of the new ones to be installed, and a fourth boiler of smaller size for use during the summer months. At the present time there is sufficient generating equipment in the engine room to take care of the electric power load. However, if the power consumption continues to increase at the rate it has during the past few years, it may be necessary to install additional generating equipment such as an engine or turbine.

Although there was one unfortunate accident during the year, we are confident that this did not result from any failure to provide proper safety devices. Frequent inspection is made of all equipment used by employees in order to eliminate the possibility of accidents resulting from defective equipment. For example, there are 458 ladders in use in the various buildings throughout the grounds, and a thorough inspection of these is made four times a year. In addition to protection for employees, continual vigilance is exercised in order to keep the buildings free from fire hazards. Frequent inspection is also made of fire protection equipment. Last March Mr. Anderson attended the Sixth Annual Philadelphia Safety Conference held under the auspices of the Philadelphia Safety Council and the Philadelphia Chamber of Commerce, and he obtained much valuable information pertaining to both safety and fire precautions. Increased attention has been given to fire regulations and fire drills. Emergency drills have been improved in some places, and in some phases of the work of the College, such as among the domestics, where no previous drills had been held they have been introduced. To give additional fire protection in the Infirmary the wooden doors which lead from the six wards to the fire escapes, and the wooden doors opening from the basement corridor to the central stairway were removed and replaced with metal doors equipped with panic bar fixtures. An attempt, so far unsuccessful, has been made to have the city provide a traffic light at the intersection of Girard Avenue, Corinthian Avenue, and South College Avenue, which is faced on the north side by the main entrance to Girard College.

Because of leaks in the Chapel roof the sloping portions of

the roof were treated with a waterproofing compound after the joints of the stone had been sawed out and caulked. This work was done by a contractor.

This year 9,476 trucks passed through the North Gate making deliveries of supplies to the various buildings of the College. Among these supplies were eggs costing over thirteen thousand dollars, butter over eighteen thousand, flour forty-five hundred, sugar over three thousand, fresh fruits and vegetables exclusive of canned and frozen articles over thirty thousand, meats over forty-five thousand, and milk over forty-seven thousand. Incidentally, this year shows a decrease of 5.17 per cent in the expenditure for subsistence as compared with 1939. Higher prices are expected in 1941.

Since the amount spent in 1940 for subsistence was \$239, 165.39, the per capita cost for subsistence calculated on the basis of boys only, numbering 1733, was, \$138.0065, or \$.4182 per day. If, however, all the officers and employees who are entitled to meals be included (boys 1733, officers and employees 363, total 2096), the per capita cost is \$114.1056 or \$.3427 per day. The per capita cost a day for 1939 was \$.4393 for boys only and \$.364 if others be included, a decrease in 1940 under 1939 of approximately \$.0211 and \$.0213 a day respectively. In this calculation, as in that of former years, only eleven months or 330 days to the year have been counted. The two summer vacation months are counted as one, as approximately one-half our regular number are supplied with meals during this period.

The expenditure for clothing during the year 1940 was \$106,698.37, while for 1939 it was \$118,344.46, a decrease of \$11,646.09. The per capita cost for clothing for 1940 was \$61.5685, while for 1939 it was \$68.21, a decrease of 10.8%.

The total ordinary expenditures for 1940 for the maintenance of Girard College amounted to \$1,703,133.75 according to preliminary estimates. The average number of students maintained was 1733 and the annual cost of maintenance per capita was \$982.77. Since the per capita cost in 1939 was \$1003.28, there is a decrease for 1940 of \$20.53. It is to be noted, of course, that these figures indicate expenditures for all phases of

the work of the College including, for example, the schools, home life, clothing, subsistence, laundry, and plant maintenance.

THE CHAPEL AND VISITING SPEAKERS

The Chapel continues to be the center of spiritual life in the College. The primary effort of Girard's foundation is educational, but, as Henry Adams said, "After all, man knows mighty little, and may some day learn enough of his own ignorance to fall down and pray."

Last year an educator reminded us that at the turn of the century education was thought to be the answer to moral problems. There was an appealing slogan for the extension of high school education: "It is cheaper and better to build a high school than a jail. The more high schools, the fewer jails." In forty years both have been built in large numbers, and we have a vexing crime problem. While the number of serious crimes in France per million of population has dropped fifty per cent, murders in the United States have increased fourfold.

Our present insistence on the individual approach means that in the field of moral education we are at one with the aims of organized religion. Character training is not and cannot be an *en masse* matter. This April, Herbert Hoover said in Philadelphia: "We should worry less over public conscience and mass morals and worry more over individual conscience and individual morals, for therein only is the foundation of real moral progress. Public conscience and public ideals will not grow, they will wilt away, unless there be the still small voice of personal conscience and personal ideals."

The Chapel service is formal and the beautiful edifice in which it is held appeals to the boys' latent desire for the things that are beautiful, reverent, and awe-inspiring in life. But the Chapel talks are addressed to the individual boy by laymen of distinction and by persons who know the College and its boys. In a few months a boy may hear addresses by a baseball executive, a bank president, an aviation executive, an Associate Justice of the United States Supreme Court, a telephone company president, the Executive Director of the Association of American

Colleges, a state high school supervisor from a neighboring commonwealth, an insurance company president, an admiral of the United States Navy, business men, lawyers, school and college heads, and present and former officers of Girard College.

Appendices L and M give a list of those who delivered Sunday addresses in the Chapel during the year and those who spoke at anniversary celebrations and commencements. To these laymen the College is greatly indebted. The Honorable Arthur H. James, Governor of Pennsylvania, was the speaker at the semi-annual commencement exercises on January 23 when the largest class in the history of the College, consisting of seventy-four boys, received diplomas from the High School. In an address before the Chamber of Commerce later in the same week Governor James referred to Girard College as one of Pennsylvania's outstanding features and spoke of the beautiful chapel and the impressive audience which he had addressed here. At the commencement exercises on June 18, when seventy-two boys received diplomas, the guest speaker was the Honorable Robert E. Lamberton, Mayor of Philadelphia. The College was honored on January 17 by a visit from His Excellency, M. René Doynel de Saint Quentin, French Ambassador to the United States, and on April 24 by a visit from Mr. Raymond J. Kelly, National Commander of the American Legion, who addressed the boys at special assemblies in the afternoon.

ALUMNI

The Alumni Association has had an active year under the leadership of Mr. William J. Beatty, who succeeded Mr. John A. Diemand as President when the latter became a member of our Board in 1939. Founder's Day was successfully celebrated on May 20. There were some innovations that were worked out with the Alumni Association. Its President and a recent alumnus, Mr. Marvin McFarland, Class of January, 1936, talked at the student Chapel service in the morning. The usual luncheons and reception were held. Most other features of the day were retained, but the Alumni Parade was shifted to the afternoon, and the memorial exercises of the afternoon were replaced

by a concert, which appeared to be greatly enjoyed. The memorial exercises were transferred to the Alumni Memorial Service of the preceding Sunday evening. The review, drill and dress parade of the Cadets were held as usual with Major General Robert M. Brookfield in charge for the last time. The reviewing officer was Major General James K. Parsons, who at the time was Commandant of the Third Corps Area of the United States Army.

Shortly after Founder's Day an editorial in the *New York Herald Tribune* commented on the College. It referred to its Founder as "shrewd, lonely, childless," and went on to say, "Last week a group of men met behind the walls of Girard College, in Philadelphia, to observe the 190th birthday of this strange man. For the Girard estate still carries on. The old man left \$6,000,000 to found this college, laying down in great detail what it should be—among other things, a place for the education of 'white orphan boys.' More than 13,000 boys have been graduated from this college, and most of them have done well with their lives."

In this connection it may be reported that when the President of the College represented it on October 26 at the inauguration of Mr. John William Nason as President of Swarthmore College, a neighboring institution that in the past two decades has exerted an influence on American higher education out of all proportion to its age and size, he recalled that a recent graduate of Girard College, who even more recently graduated from Swarthmore, had been given a junior executive position there, that an older alumnus of Girard is a member of the Board of Swarthmore College, and that another ex-Girardian is President of the Swarthmore Alumni Association.

The dinner of upstate clubs was held in Harrisburg in the autumn, and the local clubs have had numerous meetings. The various alumni groups have had their "ups and downs" this year. Where there was good leadership, gains were noted. The dinner given by the College to presidents and representatives of the different alumni organizations was well attended, and the response was good.

The Alumni Loan Fund, which has at this moment a balance

of \$1,496.09, served more graduates attending college during 1940 than in any previous year. A number of employed boys going to night school were helped by loans to pay their tuition. In such cases the loans are returned immediately by small monthly payments. The campaign started in 1936 to stimulate older graduates to repay their loans has had some encouraging results. Of approximately \$8,000.00 returned since the fund was started in 1913, \$5,455.30 has been repaid during the past five years. Eighty-nine graduates attended forty-two colleges and universities, an increase of twelve alumni over 1939. Again the reports received show that the Girard graduate who enters college following, in most cases, two or more years of employment makes a commendable record.

Individual alumni continue to support the Alumni Loan Fund. This support is one of the evidences of alumni gratitude for the enviable education they have received. Gratitude is all too rare and might well be considered an attribute of noble character. G. K. Chesterton says, "The chief idea of my life was taking things with gratitude, and not taking things for granted." Stephen Girard himself felt gratitude for what his adopted country had given him, and in return gave it his wealth. Caesar Gerard, an Italian immigrant whose surname is strikingly similar to that of our Founder's, died recently after a humble career, and he left his accumulated savings of several thousand dollars to the United States because, as he said in his will, "the country was good to me."

As one considers the great foundation of which our alumni have been and are a part, he realizes that pride and gratitude might well be the two outstanding qualities in their relations with their Alma Mater. Truly, each Girard graduate as he becomes an alumnus, might well be given this charge, adapted from the one used for decades in an old school in England:

"Young men of the graduating class, I wish to give you a charge somewhat like the one that has been given for many years to graduates of a sister school in England. Men of Girard, I charge you never to forget the great benefits you have received in this place, and, in time to come, according to your means, to do all that you can to enable others to enjoy similar advan-

tages; and remember that you carry with you, wherever you go, the good name of Girard College. May God Almighty bless you in your ways and keep you in the knowledge of His love, now and forever."

CONCLUSION

The three outstanding changes of the year at Girard College have been the renovation and refurnishing of Good Friends Hall with the attendant reduction in the size of the student population in this building from 400 to 334, the enlargement of the Summer Camp and of its usefulness to the boys through the construction of twenty-four new cabins and the addition of other facilities, and the establishment, as an alternative to the regular course in the High School, of a general course that is better adapted to the capacities of some of the boys.

The staff has been strengthened and has given evidence of a growth in professional interest. There has been an advance in the gradual non-departmentalization of the Elementary Schools and progress in the program of group and individual testing. The individual approach continues to be emphasized and to show results. The year was marked, for example, by the fact that of the boys leaving the College the highest percentage in its history had completed courses successfully. New techniques and methods have been instituted in the Department of Admission and Discharge, the Department of Student Personnel, the Library, the Health Service, and the Department of Grounds and Buildings. Greater safety precautions have been set up, some hazards have been eliminated, and additional protection against fire has been provided for the Infirmary. Equipment has been well maintained, and the roof of the boiler room in the Power House has been raised preparatory to replacing two boilers.

It is pleasant to record these advances, and yet, to use the words of the Librarian's report, "in this December hour of world crisis, as we sit listening to almost unbelievable radio reports of the London holocaust and its accompanying devastation, the importance of our own work diminishes in compari-

son, and it is less easy to attempt to interpret and evaluate it in terms of an annual report. It is, however, borne in upon one with increasing awareness that perhaps in no other part of the world at this moment can individuals calmly sit at desks taking stock of the work of a normal year just closed, and make plans for the year ahead with every degree of assurance that those plans may be carried through. In spite of these assurances, there will be a tendency this year to minimize the importance of evaluating in terms of past standards and procedures, and instead, to set up new values of measurement coincident with changed world conditions which are already having their effect upon us."

Indeed, our real danger may not have its source in the bomber or the mechanized division of an enemy army but in the alien philosophies and ways of life that wars may force upon our attention. For the forces of evil, as well as for those of good, nothing succeeds like success.

Here at Girard College our task is perfectly clear. Within the limits of the Will, we shall coöperate to the fullest extent possible with the national defense program as outlined on other pages of this report. We shall continue the types of technical training that are so vital in modern warfare. In preparation for the defense industries our Mechanical School will, with slight modifications, keep on with the vocational education which it has offered for years and which our government is now attempting to promote in other schools. And especially must it be our task to continue "making men" who will be staunch citizens by teaching them "the best that men have known and felt," "the purest principles of morality," and a "pure attachment to our republican institutions."

It is beyond the writer's ability to express his appreciation of the sympathetic understanding and coöperation that the members of the Board have given him this year and every year since he entered the service of Girard College.

Respectfully submitted,

MERLE M. ODGERS,

President

APPENDIX A

CHANGES IN STAFF IN 1940

RESIGNATIONS

KATHRYN L. WATERHOUSE, B.S., Teacher, Elementary Schools	August 31
FREDERICK G. MATHESON, B.S., Relieving Housemaster	August 31
AILEEN ORNSTON, B.S., Teacher, Elementary Schools	August 31
A. ELEANOR WILDMAN, A.B., A.M., Teacher, Elementary Schools	August 31
S. MARGARET GRIM, A.B., A.M., Teacher of English, High School	August 31
MARION H. PRESTON, A.B., Governess	September 6
CHARLES K. GARVER, D.D.S., Assistant Dentist	September 30
W. WENDELL CLEPPER, A.B., Field Representative	October 1
EDWARD S. HOTTENSTEIN, Laboratory Assistant	October 31

RETIREMENTS

GEORGE W. BARTON, Head Gateman	September 1
BENJAMIN F. BRAIM, Assistant Teacher of Foundry	December 31
RALPH L. JOHNSON, A.M., Sc.D., Teacher, Special Class	October 31

DEATHS

ELIZABETH BURNETT, Retired Teacher	January 8
CHARLES F. NASSAU, M.D., Consulting Surgeon	August 10
HENRY HANBY HAY, Retired Prefect	November 23
MAJOR GENERAL ROBERT M. BROOKFIELD, Retired Commandant of the Battalion	December 20

APPOINTMENTS

KENNETH E. FRY, M.D., Consulting Surgeon	August 12
RUTH H. FRAME, B.S., Teacher, Elementary Schools	September 1
GENEVIEVE MCCAIN, A.B., A.M., Teacher, Elementary Schools	September 1
JOHN F. TRAINOR, B.S., M.S., Teacher, Special Class	September 1
LIEUTENANT COLONEL JAMES M. HAMILTON, Commandant of the Battalion	September 1
MARTHA E. SHAW, B.S., Teacher, Elementary Schools	September 1
J. WELDON HOOT, A.M., Ph.D., Teacher of Economics, Post High School	September 1
KATHLEEN F. LOCKWOOD, B.S., Governess	September 6
MARY E. LUEHRING, B.S., Governess	September 6
S. KATHRYN EICHELBERGER, Governess	September 6

FELIX SIMON, B.S., Substitute Housemaster, Merchant Hall	September 9
GENEVIEVE M. GARRETSON, B.S., A.M., Teacher, Elementary Schools	October 1
LAWRENCE L. MERVINE, D.D.S., Assistant Dentist	October 1
RICHARD D. ALTICK, A.B., Assistant to the Superintendent of Admission and Discharge	October 1
LEONARD E. STOUT, B.S., Laboratory Assistant	November 1
RUTH M. SMEDLEY, B.S., Governess	December 1
SARAH L. LeVAN, A.B., Governess	December 1
MARVIN W. McFARLAND, A.B., Special Assistant to the Librarian	January 1, 1941

TRANSFERS

FERN McCracken, A.B., Teacher of General Language, Junior High School, to Teacher of English, Junior and Senior High Schools	September 1
VERA L. GOODRICH, B.S., Ed.M., Teacher of English, Senior and Junior High Schools, to Teacher of English, High School	September 1
ETHEL M. DUNCAN, B.S., Teacher, Elementary Schools, to Teacher of English, Junior High School	September 1
ROBERT L. ROBERTS, B.S., Relieving Housemaster, Lafayette Hall, to Relieving Housemaster, Good Friends Hall	September 1
MILDRED H. SHERTZER, Secretary to Superintendent of Admission and Discharge, to Field Representative	October 1
JOHN F. BARRETT, Teacher of Manual Arts, to Senior Manual Arts Teacher	January 1, 1941

APPENDIX B

AVERAGE YEARS OF SERVICE AND AGES

HOUSEHOLD DEPARTMENT

	<u>Years of Service</u>		<u>Ages</u>	
	<u>1921</u>	<u>1940</u>	<u>1921</u>	<u>1940</u>
Housemasters	10.7	6.8	37.6	35.0
Governesses	11.6	7.9	44.4	43.0
Playground Staff	5.0	15.0	34.0	42.5

APPENDIX C

STAFF OF SUMMER SCHOOL—1940

Principal	Dr. William E. Burkard
Substitute Principal	Ernest A. Choate
Supervisor of Handwork	Viola R. Collins
Tutor for High School Subjects	Iredell L. Aucott
Tutor for High School Subjects	John Diehl
Tutor for High School Subjects	Nathaniel K. Krassenstein
Tutor for High School Subjects	Matthias H. Richards
*Tutor for High School Subjects	Dean E. Shull
Tutor for High School Subjects	Charles C. Smith
Tutor for Junior High School Subjects	Charles K. Hay
Auditorium Teacher	Alberta Schenbecker Lewis
Music Teacher and Organist	Louis C. Doelp

TEACHERS OF RECREATIONAL ACTIVITIES

George J. Epley	George W. Harlow
James J. Lamond	

ELEMENTARY SCHOOL TEACHERS

Laura E. Harman	Lillian A. Reece
Freda W. Thomas	

BOOKWORK

Edna L. Adams
Lila G. Curry
Oscar M. Havsy
K. Adessa Martin
Maurice L. Risen
Bertha B. Wagenhurst
Elsie S. White

HANDWORK

Frances H. Biester
Gertrude M. Ehinger
Dorothy F. Haack
Russell M. Leonard
Irene D. MacMillan
John T. Mladjen
Emma D. Sawyer
Christina Z. Vecchione

*Substitute

APPENDIX D

SUMMARY OF LIBRARY STATISTICS

BOOK CIRCULATION IN MAIN LIBRARY

Book Classification	Main Department		Children's	Total	Total
	Boys	Adults	Room	1940	1939
General Works.....	43	103	205	351	129
Philosophy	79	197	34	310	310
Religion.....	42	69	342	453	386
Sociology and Folklore..	1200	669	2986	4855	5283
Languages.....	38	33	62	133	138
Science	563	189	1108	1860	1647
Useful Arts.....	1219	491	1246	2956	2826
Fine Arts.....	1302	830	1258	3390	3075
Literature	1168	549	468	2185	2240
History.....	905	687	932	2524	2017
Travel	382	684	552	1618	1297
Biography.....	704	747	635	2086	1822
Fiction	8963	5549	8862	23374	22863
Periodicals	279	12589	0	12868	11638
Total Circulation.....	16887	23386	18690	58963	55671
Main Department Circulation..	Boys..... 16887 Adults..... 23386			16887	17109
Children's Room Circulation.....				18690	16396
Grand Total book circulation.....				58963	55671

ATTENDANCE IN MAIN LIBRARY

		1940	1939
Main Department attendance..	Boys..... 64227 Adults..... 3141	64227	63675
Children's Room attendance.....		18474	15511
Grand Total attendance.....		85842	82510

ELEMENTARY SCHOOL LIBRARY-LABORATORY

	1940	1939
Number of films loaned for classroom use	787	618
Number of slides loaned for classroom use	3519	2730
Attendance of boys for research	20376	14214
Attendance of boys for group activities.....	7995	2508
Teacher-Librarian Conferences.....	1403	789

BOOKS ADDED TO THE LIBRARY

Non-Fiction	1939
Fiction	1117
Periodicals (Bound volumes)	33
Total number of volumes added to the Library in 1940.....	3089
Total number of volumes discarded in 1940	299
Total accessions to date.....	76245
Total unaccessioned bound volumes to date.....	6972
Total discarded and lost to date	12770
Total approximate number of volumes in the Library in 1940.	70447

APPENDIX E

INTERSCHOLASTIC SPORTS SUMMARY

	<u>Won</u>	<u>Lost</u>	<u>Tied</u>
Swimming.....	9	1	
Baseball.....	6	4	2
Track.....	7	3	
Soccer.....	10	1	1
Basketball.....	6	6	
Tennis.....	4	3	
Totals	42	18	3

APPENDIX F

RECORD OF SCOUT ACTIVITIES 1934 - 1940

	1934	1935	1936	1937	1938	1939	1940
Number of Scouts	66	87	116	198	310	301	302
Tenderfoot.....	46	22	47	111	136	147	146
Second Class.....	15	41	36	51	114	91	82
First Class.....	4	15	22	23	24	19	20
Star.....	0	7	5	5	27	32	38
Life.....	1	2	6	6	7	8	12
Eagle.....	0	0	0	2	2	4	4
Merit Badges	13	76	128	203	435	256	373

APPENDIX G

GIRARD COLLEGE CAMP STAFF—1940

Superintendent of Camp.....Archibald Ralston
Camp PhysicianNed Tyson Raker, M.D.

COUNCILORS

David K. Burkhart	Chester R. Messervey
Donald R. Caziarc	Harold M. Miller
Everett C. Danehower	Harrison Nace
Joseph Drulis	Edward Napoliello
Lawson S. Earl	Francis A. Neibert
William O. Foust	J. Hugo Norman
Harry E. Fox	Frank J. Ratschof
Warren W. Gockley	Robert E. Reinhard
John Haigh	Wincenty Roba
Russell O. Hess	Robert L. Roberts
Joseph M. Hewlett	Mark S. Rice
W. Herbert Horner	Edgar E. Smith
William H. Hoyt	Ned F. Stake
Charles F. Kerber	William J. Watson
Clement E. Klank	Glen M. Weakley
William R. Landrum	David C. Wolstenholme
Robert A. Livingston	Earl J. Yandow
Thomas F. McGovern	William A. Yotter
Richard Martin	

APPENDIX H

ANALYSIS OF DISMISSALS

	1936	1937	1938	1939	1940
Graduates.....	93	93	92	102	112
Intermediate High School	13	19	26	28	24
Post High School Students	15	19	18	26	23
	121 (72.8%)	131 (69.3%)	136 (78.7%)	156 (80%)	159 (82%)
Failure in Scholarship					
At fourteen.....	3	—	—	—	—
At fifteen.....	10	4	—	1	1
At sixteen.....	5	10	2	3	1
At seventeen.....	3	7	2	6	1
At eighteen.....	5	3	1	7	5
	26 (15.4%)	24 (12.7%)	5 (2.3%)	17 (8.7%)	8 (4.1%)
Request of Mother.....	3 (1.8%)	2 (1.1%)	3 (1.7%)	2 (.8%)	4 (2.%)
Unfavorable Conduct					
Less than fourteen.....	2	3	4	1	1
At fourteen.....	3	5	2	1	1
At fifteen.....	2	6	3	4	5
At sixteen.....	1	8	9	8	7
At seventeen.....	3	1	3	2	4
At eighteen.....	—	—	—	—	—
Expulsion.....	—	—	4	2	1
	11 (6.6%)	23 (12.7%)	25 (14.4%)	18 (9.7%)	19 (9.8%)
Admitted provisionally and discharged.....					1
Physical Disability.....	2	8	1	—	2
Died.....	3	1	4	2	1
	166	189	174	195	194

APPENDIX I

PLACEMENT EXPERIENCE OF SIX YEARS

Month	1935	1936	1937	1938	1939	1940	Total
January	27	52	59	61	53	77	329
February	17	37	24	28	66	35	199
March	19	40	40	38	51	38	210
April	21	32	28	35	42	47	205
May	24	35	56	29	62	43	249
June	32	46	57	26	61	77	299
July	42	45	78	28	51	78	322
August	42	41	19	25	59	43	221
September	32	113	47	40	76	66	374
October	26	34	50	33	60	65	268
November	27	26	19	51	53	56	232
December	18	20	28	23	39	32	160
Total	327	521	505	417	673	657	3068

Field	Character of Work	Number Engaged	Field Total	%	Avg. Weekly Salary	Avg. Age
1. AGRICULTURE	General Farm Work	1				
	Nurseries	1	2	—	\$10.00	17
2. MINING		0	0	0	0	0
3. MANUFACTURING	Sales	4				
	Technical	45				
	Skilled Trades	226				
	Factory Production	70	345	53	\$18.50	21
4. DISTRIBUTION (Mercantile)	Sales	11				
	Service	10				
	Stock, Shipping, Delivery	58	79	12	\$14.00	20
5. CLERICAL	Accounting	37				
	Stenography	57				
	General Clerical	71	165	25	\$17.50	20
6. TRANSPORTATION & COMMUNICATION	Transportation	17				
	Communication	—	17	3	\$29.00	25
7. DOMESTIC & PERSON- AL SERVICE	Hotel & Restaurant	5				
	Hospital—Miscellaneous	4	9	1	\$16.00	23
8. GOVERNMENT SER- VICE	Federal	25				
	State	3				
	Local	4	32	5	\$24.00	22
9. PROFESSIONAL	Engineering	2				
	Education	4				
	Miscellaneous	2	8	1	\$25.00	21
	Totals		657	100	\$18.30	21

APPENDIX K

HEALTH SERVICE STATISTICAL REPORT

The following is a record of the diseases, operations and other matters of record for which pupils of the College were under observation in the Infirmary during the year 1940:

Abscess	11	Excision of recurrent Bursa	
Adenitis	12	which communicated with	
Anaphylactic shock	1	knee joint	1
Anemia	1	Extraction of lower 3rd	
Bronchitis, Acute	9	Molar	11
Bronchitis, Capillary	2	Extraction lower left 1st and	
Bronchosinusitis, Chronic	2	2nd deciduous	1
Bruise, Chest	1	Fibroma, umbilical	1
Carbuncle, Chin	1	Foreign Body, Cornea	1
Conjunctivitis, Acute		Foreign Body, Gastro Intes-	
Catarrhal	50	tinal Tract	4
Cellulitis	4	Fracture	12
Chicken Pox	19	Furuncle	1
Conjunctivitis, Simple	20	Furunculosis	6
Concussion	1	Gingivitis	1
Congestion, Post dental		Headache	1
operation	1	Hematoma	1
Constipation	12	Hernia	1
Contusion:		Hydrocele	2
Ankle	2	Hydrocele, traumatic	1
Foot	1	Impacted Teeth	24
Hip	1	Impetigo	2
Knee	1	Infection:	
Cyst	1	Brush burn	1
Dermatitis, Venenata	8	Foot	1
Dermatophytosis	1	Heel	1
Dietetic Indiscretion	340	Knee	1
Dislocation, Thumb	1	Tooth	1
Dog bite	1	Inflammatory eruption lower	
Eczema	2	left 2nd Molar	11
Emphysema, Traumatic	1	Incision and drainage of	
Enteritis	1	thumb	1
Enuresis	1	Incision and drainage of	
Epistaxis	1	furuncle	1
Erythema	1	Intertrigo	1
Ethmoiditis	2	Laceration, Eye lid	1
Excision Angioma, leg	1	Laceration, Thumb	1

Laryngitis	8	Redundant Prepuce	78
Malingering	1	Rheumatic Infection	20
Malluscum, Contagiosa	1	Rhinitis, Acute	4
Mastoiditis, Acute	1	Sarcoma, osteogenic	1
Measles	52	Strabismus, convergent	2
Mole, Thigh	1	Scabies	4
Mumps	27	Scarlet Fever	6
Muscle advancement for strabismus	2	Serum Reaction	23
Myalgia	5	Sinusitis	6
Myocardial, strain—trau- matic	1	Sprain	6
Myocarditis, Acute	2	Stomatitis, Vincent's	5
Neurasthenia	1	Study	3
Nostalgia	1	Talpies	1
Observation	38	Tenonitis	1
Obstruction, Nares	4	Thrush	1
Osgood, Schlatter's Disease ..	2	Tinea Circinata	3
Otitis Media, Acute	75	Tinea Trychophytina	3
Paracentesis	12	Tonsillitis	8
Pathological exposure with cutaneous involvement, tooth ..	1	Upper Respiratory Infection...	491
Pharyngeal, abscess	1	Urtricari	2
Pediculosis	19	Uvulitis, Acute	1
Pertussis	28	Varicose Veins	2
Pharyngitis	70	Wounds:	
Pneumonia, Lobar	4	Abrased	1
Puncture wound	1	Contused	33
Pyodema	1	Laceration	3
		Infected	3
		Total.....	1502

OPERATIONS:

Appendectomy, Clean	16
Appendectomy, Drainage	1
Circumcision	78
Excision, Angioma	1
Excision of Bursa	1
Extraction of Teeth	12
Hydrocele	3
Incision and drainage of thumb ..	1
Incision and drainage of furuncle ..	1
Removal of Tonsils	49
Total Operations	163

DEATHS:

Benjamin Shugard, May 17, 1940.

Rheumatic Infection with cardiac decompensation 1

TOTAL:..... 1

Average number of hospital days per patient..... 7

Average daily census.....26

DISPENSARY TREATMENTS:

Infirmery46,812

Otolaryngological 1,470

Ophthalmological2,499

Dental11,416

Total Dispensary Treatments62,197

APPENDIX L

CHAPEL SPEAKERS—1940

- January 7—Dr. John H. Minnick, Dean of the School of Education, University of Pennsylvania, Philadelphia.
14—Mr. Edgar S. McKaig, Attorney, Philadelphia.
21—Mr. John A. Diemand, January, '03; Board of Directors of City Trusts, Philadelphia.
28—Dr. Edgar J. Fisher, Assistant Director, Institute of International Education, New York City.
- February 4—Honorable Harry S. McDevitt, President Judge, Court of Common Pleas No. 1, Philadelphia.
11—Mr. Cameron Beck, Lecturer and Business Man, New York City.
18—Mr. O. Howard Wolfe, Business Man, Philadelphia.
25—Dr. Ralph L. Johnson, Teacher, Girard College.
- March 3—Mr. E. Newbold Cooper, Supervising Principal of the Elementary Schools, Girard College.
10—Dr. Edwin M. Wilson, formerly Headmaster, The Haverford School, Haverford, Pa.
17—Dr. James Francis Cooke, President, Presser Foundation, Philadelphia.
24—Dr. William C. Dunlap, Teacher, Girard College.
31—Mr. S. Herman Macy, Superintendent of Admission and Discharge, Girard College.
- April 7—Mr. Joseph M. McCutcheon, '83; Business Man, Philadelphia.
14—Dr. Charles C. Tillinghast, Principal, Horace Mann School for Boys, New York City.
21—Mr. J. S. F. Ruthrauff, Teacher, Girard College.
28—Dr. Norman E. McClure, President, Ursinus College, Collegeville, Pa.
- May 5—Dr. Raymond I. Haskell, Teacher, Girard College.
12—Dr. Merle M. Odgers, President, Girard College.
19—Mr. E. Elmer Staub, June '99; Business Man, Detroit, Michigan.
26—Dr. Cheesman A. Herrick, former President, Girard College.
- June 2—Mr. G. Curtis Pritchard, Assistant Superintendent of Admission and Discharge, Girard College.
9—Dr. Andrew J. Stewart, Teacher, Girard College.

- 16—Mr. William J. Russell, January, '22; Business Man, Philadelphia.
- 23—Dr. Bruce Carey, Director of Vocal Music, Girard College.
- 30—Mr. George C. Foust, Teacher, Girard College.
- July 7—Mr. John C. Donecker, January, '11; Assistant to the President, Girard College.
- 14—Miss Hazel Erchinger, Head Librarian, Girard College.
- 21—Dr. William E. Burkard, Principal, John Bartram High School, Philadelphia.
- 28—Captain Howard Kirk, Attorney, Media, Pa.
- August 4—Mr. John P. Dunlevy, Swimming Instructor, Girard College.
- 11—Mr. Albert H. Schoell, Teacher, Girard College.
- 18—Mr. Reynolds Joll, Senior Housemaster, Girard College.
- 25—Dr. Ernest A. Choate, Principal, Kenderton School, Philadelphia.
- September 1—Dr. George R. Dulebohn, Teaching Housemaster, Girard College.
- 8—Mr. Charles E. Bowman, Teacher, Girard College.
- 15—Mr. Frank D. Witherbee, former Superintendent of Admission and Discharge, Girard College.
- 22—Mr. Justice Owen J. Roberts, United States Supreme Court.
- 29—Mr. Earle T. Hawkins, Supervisor of High Schools, Department of Education of the State of Maryland.
- October 6—Mr. Henry V. Andrews, Teacher, Girard College.
- 13—Dr. Merle M. Odgers, President, Girard College.
- 20—Mr. Raymond L. Burkley, January, '21; Executive Secretary, General Alumni Association, Temple University, Philadelphia.
- 27—Dr. John L. Haney, President, Central High School, Philadelphia.
- November 3—Dr. Alfred E. Stearns, Headmaster Emeritus, Phillips Academy, Andover, Massachusetts.
- 10—Mr. Lauris R. Wilson, Senior Housemaster, Girard College.
- 17—Dr. Guy E. Snively, Executive Director, Association of American Colleges, New York City.
- 24—Mr. Homer Rodeheaver, Business Man, Philadelphia.
- December 1—Mr. J. Willison Smith, Board of Directors of City Trusts.
- 8—Mr. Joseph T. Geuting, Jr., Aviation Executive, Lowell, Massachusetts.
- 15—Dr. Merle M. Odgers, President, Girard College.
- 22—Mr. Karl R. Friedmann, Teacher, Girard College.
- 29—Mr. James D. White, June '21; Teacher, Girard College.

APPENDIX M

ANNIVERSARIES AND COMMENCEMENTS—1940 SPEAKERS

Commencement, January 23,

Honorable Arthur H. James, LL.B., LL.D., D.C.L.,
Governor of the Commonwealth of Pennsylvania

Alumni Memorial Service, May 19,

Cheesman A. Herrick, Ph.D., LL.D.,
Former President, Girard College

Founder's Day (Morning Assembly of Students),

Mr. Marvin W. McFarland
Class of January, 1936

Commencement, June 18,

Honorable Robert E. Lamberton, A.B., LL.B.,
Mayor of the City of Philadelphia

Thanksgiving Day,

Mr. M. Albert Linton,
President, Provident Mutual Life
Insurance Company of Philadelphia

SPECIAL OCCASIONS

January 17,

Comte René Doynel de Saint-Quentin
Ambassador of the Republic of France to the
United States

April 24,

Raymond J. Kelly, Esquire
National Commander,
The American Legion

APPENDIX N

LECTURES AND ENTERTAINMENTS—1940

Friday, January 5:

Comedy—Drama—

"The Family Upstairs"

The Pollard Players

Friday, January 19:

Lecture—Demonstration—

"The Lie Detector"

A. K. Vantine

Entertainment—

"Music, Drama, Magic"

The Dietric Company

Friday, February 2:

Illustrated Lecture—

"Native Tribes of British East Africa,
Their Customs and Habits"

Norman Powell

Entertainment—

Stories

Isabel Jacobs Ruth

Friday, February 16:

Lecture—Demonstration—

"The Magic of Science"

Glenn L. Morris

Friday, March 1:

Concert—

Lower Merion Senior High School Band

Friday, March 15:

Lecture—

"Tales of the Mounties"

Sidney Montague

Friday, March 29:

Lecture—

"Christ's Hospital, England"

Dr. Cheesman A. Herrick

Entertainment—

"Character Studies"

Robert O. Bowman

Friday, April 12:

Illustrated Lecture—

"Mexico"

Van Wormer Walsh

Entertainment

"Shadowgraphs"

Frank Rice

Friday, October 18:

Illustrated Lecture—

"Hunting Whales"

Chester Scott Howland

Friday, November 1:

Hallowe'en Entertainment—

Magic and Mystery

Tom Osborne

Friday, November 15:

Illustrated Lecture—

"Inside Alaska"

Gordon Bennett

Friday, November 29:

Student Activities Night

Saturday, December 14:

Christmas Concert—

Musical Organizations of Girard College

Tuesday, December 24:

Christmas Eve Entertainment—

"The Chinese Nightingale"

Haines' Marionettes

APPENDIX O

SAVINGS FUND ACCOUNT

The Savings Fund Account, which was started in 1896 with deposits of \$234.07, has served its purpose well. Some figures for the last five years, in connection with this Fund, are given below:

	<i>Deposits</i>	<i>With- drawals</i>	<i>Totals</i>
1936	\$5576.91	\$6927.07	\$14493.80
1937	7383.15	6060.10	15816.85
1938 ...	6369.56	5342.98	16843.43
1939	6204.49	6800.77	16247.15
1940	6451.76	5644.47	17054.44
Total interest for the year ending December 31, 1940			\$686.41
Accounts opened in 1936			155
Accounts opened in 1937			177
Accounts opened in 1938			155
Accounts opened in 1939			166
Accounts opened in 1940			174
Total number of accounts December 31, 1936			1361
Total number of accounts December 31, 1937			1371
Total number of accounts December 31, 1938			1377
Total number of accounts December 31, 1939			1415
Total number of accounts December 31, 1940			1422
Total deposits, 1896 to 1940			\$154,580.08
Total withdrawals, 1896 to 1940			137,525.64
Total amount in the Fund, December 31, 1940			37,603.44

APPENDIX P

PRIZES AND HONORS

One key man award (portable typewriter) was made during the year, to John J. Rothrock, Class of June, 1940, for the best all around record in scholarship, athletics, citizenship and extra-curricular activities.

Gold watches were presented according to the terms of the will of the late General Louis Wagner to the students of the graduating classes having the highest scholarship averages for their last two years' work.

September Award—John R. McMichael

February Award—John A. Fischer

Bronze medals were presented by l'Alliance Française to the High School students showing the greatest proficiency in the study of the French language and literature:

September Award—Carmen DiGiovanni

February Award—Bernard Toscani

Special prizes were presented by various individuals and groups of the Alumni.

The "Early Eighties" prizes, presented in the name of John Humphreys, were awarded in September for the best short stories produced by the members of the Senior Classes and in February for the best descriptive essays on the annual trip of the Senior Classes to Washington, as follows:

September	February
1. Kenneth B. Marion \$4.00	Bartholomew Rumaker... \$7.00
2. Francis H. McGovern .. 2.00	Joseph E. Civetta.....5.00

The "Early Eighties" prizes, presented in the name of Herman C. Horn for the best essays on "Safety on City Streets" by students of the Second High School Year, were awarded as follows:

September	February
1. Anthony S. Arcari \$2.50	Norbert F. Kockler \$6.00
2. John J. Stanley 1.50	Jonathan R. Marriott.....4.00
3. Charles C. Tregaskis 1.00	Vincent J. Richardson.....2.00

The "Early Eighties" prizes, presented in the name of John E. Rodgers for proficiency in drafting or some branch of manual training, were awarded as follows:

September

- | | |
|--|--------|
| 1. Edwin R. Dunkleberger, Trade Drafting | \$3.00 |
| 2. Theodore Herskovits, Electrical Shop | 1.50 |
| 3. Harold B. McQuade, Electrical Shop | 1.50 |

February

- | | |
|---|--------|
| 1. Walter Jacoby, Electrical Shop | \$7.00 |
| 2. Onufre Klapatch, Machine Shop Practice | 5.00 |

The "Early Eighties" prizes, presented in the name of Joseph A. Campbell for proficiency in penmanship, were awarded as follows:

September

- | | |
|-----------------------------|--------|
| 1. Frederick A. Beise | \$4.00 |
| 2. George J. Sabbi | 2.00 |

February

- | | |
|--------------------------|--------|
| Norbert F. Kockler | \$7.00 |
| George L. Matlack | 5.00 |

The "Early Eighties" prizes, presented in the name of Henry Kraemer for proficiency in Chemistry, were awarded as follows:

September

- | | |
|---------------------------|--------|
| 1. John J. Rothrock | \$5.00 |
| 2. Norman F. Ames | 3.00 |

February

- | | |
|---------------------------|---------|
| Norman F. Ames | \$10.00 |
| Harold E. MacDonald | 7.00 |

The House Scholarship Trophy, presented by the class of June, 1921, to the house attaining the highest average of the combined term scholarship records for the preceding term, was awarded as follows:

September—Banker Hall	Average 2.11
February—Mariner Hall	Average 2.09

The Frank Honicker prize of \$3.00, awarded to the commercial student attaining the best general record in secretarial studies during the Senior year, was presented in February to John C. Triol.

The Art Class prizes, awarded to the students of that class for achievement in drawing and water color painting, were presented in February as follows:

William T. Figart	\$2.00
William E. Calhoun	2.00

Bronze medals awarded by the American Legion, through the Stephen Girard Post, No. 320, to the students of the highest

grammar school grade for the best records in scholarship, athletics, and citizenship combined, were presented as follows:

September
James Howell

February
Pietro Lotto

The Stephen Girard Post, American Legion, Trophy, awarded to the Company attaining the best all-around military record during the term, including the competitive drill, was awarded as follows:

September, 1940—Company B
February, 1941—Company A

Special prizes were also presented by the College to Cadets for meritorious service in the Military Department as follows:

To the Captain of the company excelling in competitive drill, and to the Captain of the company ranking second:

September Awards

1. Russell W. Roberts, Company B, Saber
2. John H. Thompson, Company D, Silver Medal

February Awards

1. Thomas F. McGovern, Company A, Saber
2. Francis H. McGovern, Company B, Silver Medal

Photographs of the winning companies were presented to members of those companies.

A silver medal was awarded each term to the cadet ranking highest in individual drill, and a bronze medal to the cadet ranking second:

September Awards

1. Russell D. Johnson, Sergeant, Company D
2. Robert D. Sheets, Private, Company B

February Awards

1. Robert J. Soltis, Private, Company A
2. Paul F. Hoffman, Sergeant, Company D

Prizes presented by the College for proficiency in manual arts:

September Awards

1. Richard D. Edsell, books to the value of... \$5.00
2. Robert W. Kensinger, books to the value of... 3.00

February Awards

1. Michael Hrynkiw, books to the value of... \$5.00
2. Alfredo O. Fego, books to the value of... 3.00

Prizes presented by the College in February for the best singing with soprano or alto voice:

1. Stanley Savage, books to the value of..... \$5.00
2. Thurman R. Wagner, books to the value of..... 2.50

Prizes presented by the College in September to students showing greatest proficiency and greatest improvement in piano music:

1. Walter F. Hartfield\$5.00
2. Edwin L. Finkel 2.50

WILLIAM H. ALLEN PRIZES

Presented by Mrs. George Dallas Dixon, daughter of Dr. William H. Allen, a former president of Girard College, and awarded to members of the Boy Scout Troops of Girard College for excellence in handicraft and best essays on subjects pertaining to the life of the American Indians:

HANDICRAFT

- | | |
|---------------------------------|--------|
| John R. McCann, Troop 400 | \$5.00 |
| Louis Cinquina, Troop 400 | 4.00 |

ESSAYS

- | | |
|---|--------|
| Raymond K. VanGordon, Troop 411
(Best essay of all submitted) .. | \$5.00 |
| Eugene Ruggere, Troop 400
(Best essay by a Star, Life, or Eagle Scout) | 4.00 |
| Roy V. Oswald, Troop 411
(Best essay by a First or Second Class Scout) | 4.00 |
| Joseph Renzi, Troop 415
(Best essay by a Tenderfoot Scout) | 3.00 |

HIGHEST SCHOLASTIC HONORS IN THE HIGH SCHOOL

William Ferd Bernhardt, Harold Willard Eichlin, John Fischer, Walter Francis Hartfield, Russell David Johnson, Norbert Francis Kockler, Andrew Jess Lewis, George Lippincott Matlack, Donald Dial Pastorius, Thomas Francis Santilli, Joseph Slusar, Blair Alvin Thompson, Bernard Toscani, Charles James Wiley.

SCHOLASTIC HONORS IN THE HIGH SCHOOL

Harry William Adams, Richard Harold Barnes, Solomon Blecker, William David Breingan, Robert Verner Dermott, Harold Jerome Freeman, Leon Frank Jurski, Serafino Leodore, Leon Levin, Frank Ernest Leyba, Royle Mauger Mills, James Henry Nesbitt, Edward Roach, William Joseph Tridico, Lawrence Weiskrantz, Richard Austin White, Jack Francis Wilson.

APPENDIX Q

GRADUATES

Following are the names of those who were graduated from the College in 1940:

CLASS OF JANUARY, 1940

Daniel Agostarola	Milton Monroe Helder
Robert Morris Aiken	Elmer Davis Hess*
Lucino Ardito*	Wilton Hughes*
Milton Barth	Edward Henry
Nelson Arthur Berger	Richard Donald Jenkins
Miles Carlisle Bland	James Reese Jones
Peter Bojanic	Jerome Irvin Karnoff
Joseph Maison Brethwaite	Robert Henry Kerstetter
Thomas Cornelius Braber	Charles Joseph Kraus
Kenneth Marlin Brown	Carl David Kreider
Jack Crouse Campbell	Richard David Lambert*
Leopold John Campanella	John Albert Lander*
John Ceaser	James Bartley Lendrum
James L. Chestnut	Rosario Lomanno
George Ciervo*	Harry Lincoln Ludman
Leonard Daddona	William G. R. McCaferty
Howard Alexander Diehl	Stark McCracken
Jacob William H. Diehl	Valentine McDonnell
Albert DiLeonardo	Thomas F. McGovern*
David Paul Dunnire*	Charles Felix Mieloch
Arnold Ehrlich*	Harry Lewis Miller
Carl Evans	Walter Quick Miller
Earl Evans	George Henry Mundell
Francesco Ezzi	John Daniel Nagle*
Francis F. Felten	Ralph Somerville Naulty
Leslie Eakins Ferguson	Robert Clinton Nash
Robert John Freeman	Charles Willard Nulf
Vincent Galasso	Stephen Podgorski, Jr.
Antonio Gerace	Thomas Przybytek
Charles Gentile*	William Francis Reniska
David William Griffith	Harold Irving Rosenbaum
William Frederick Gross*	George Alexander Scott
Norbert George Haber	William Warren Snyder*
John Wesley Hamilton	

*Member of National Honor Society

CLASS OF JANUARY, 1940 (Continued)

Jerome Stagman
Robert Elmer States
Joseph Stezzi
Robert Stello
John Sylvester Tobin

James Robert Todd
Albert Turco
Charles Warfel
William Albert Wenzel

CLASS OF JUNE, 1940

William Henry Albright
Francis Albert Allen
George Washington Baker
James Gordon Barnhart
Antonio Casaleno
Nicholas Castellucci
James Sweigart Coffroad
Albert Corr
Robert Edward Cox
Robert Crudden
Valerio DiPietro
Francis Xavier Dugan
Edwin Ray Dunkelberger
Leslie Marvin Edwards
Joseph Alois Fischer
Jordan Jay Fleet
James Carl Ganter*
Henry Giordano
John Hall Gregson
Alfred George Gyles
Theodore Herskovits
George Edward Hinkel*
Donald Alexander Hume
James Venius Hummel
Willis Birne Jagger
John Glasgow Kepford
Kenneth Henry Kline
Walter Kooch
Herbert Philip Kramer
Robert Earl Krider
Robert Stanley Lukens
George David Lytle
Victor Hutchison McCully
John Stewart McGowan
John Ross McMichael*
Harold Bruce McQuade

Nunzio Theodore Marchese
Alexander Massini
Dominic Menta*
John Merlino
Jesse William Hartzell Morris
William Vincent Navoney
Henry Niwinski
Frank John Obermeier
Domenic Pellicciotti*
Howard Royal Pepperman
Sol Podolsky
Michael John Pohorilla*
Fremont Goeffert Redfield*
Frederick Eugene Reed
Luther Elwood Reitmeyer
Jack Ritchey, Jr.
Russell William Roberts
William Joseph Robinson*
Jacob Rosenthal
John Joseph Rothrock*
James Snyder Schell
Robert Ray Schroepe
Denton Andrew Shaffer
James Fletcher Shepley
Frederick Sydney S. Smith
Cecil Duane Smithkors
Edward Kenneth Sobers
John Thomas
John Herbert Thompson*
George Green Thomson
Joseph Urbanowitz
Lewis Edwin White
Howard Todd Williamson
Frank Zaccario
Robert Zelinsky
William Henry Zimmer

*Member of National Honor Society

THOSE RECEIVING CERTIFICATES

The following boys, unless otherwise designated, completed one year of Post High School work in 1940, and were granted certified statements indicating the ground covered in each individual case:

January, 1940

Carlo Aletti
Stanley Alikonis*
George Albert Applegate
Richard Monroe Buckley
James Allen Campbell
Jerome Irving Eglin*
Edward George Evans
Marvin Taylor Fassett
Edward Adam Hoffner
Robert Maginniss Hoyt
Paul D. Lenox
Eli Roseman*
Harold Sherman

June, 1940

John Antoni
John Campbell
Edward Austin Carbrey
Samuel Aaron Cleff*
Victor D'Ambrosio*
Eberhard Dieterle
William Harry Edelmayer
Joseph Andrew Micklus
Melvin Richard Paskman
Robert Eugene Reinhard
Wincenty Roba
Alfred Schiavino
Walter Hugh James Williams

*1 Term

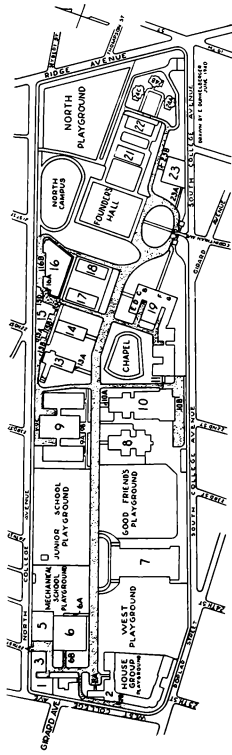
The following boys completed the Intermediate High School course in 1940 and were granted certificates:

January, 1940

Raymond Frank Cooper
Nicholas DiTeodoro
Lewis Alfred Kresge
Milan John Macesich
Gerald Kenneth Miller
Thomas Shearin
Walter Shultz
Francesco Tieri
Paul Michael Travaglia
Hugo Michael Venditto

June, 1940

Donald William Berger
William Bouse
Thomas William Dunn
Thomas Early Gray
Paul Conrad Gunderman
Vincent Albert Johnson
John Robert McCann
Robert Edward Obermeier
Louis Pipito
Jack Mahr Rice
Benjamin Michael Snyder
Ralph Charles Ward
William James Wilkie
John Joseph Young



1. GROUNDS and BLDGS. SHOP
2. HOUSE GROUP
 - 2A Office Entrance
 - 2B Service Entrance
3. FOUNDRY AND METAL SHOPS
4. SERVICE GATE
5. POWER HOUSE
6. MECHANICAL SCHOOL
 - 6A Main Entrance
 - 6B Service Entrance
7. ARMORY
8. GOOD FRIENDS HALL
9. JUNIOR SCHOOL
 - 9A School Entrance
 - 9B Office Entrance
 - 9C Service Entrance
10. LAFAYETTE HALL
 - 10A Main Entrance
 - 10B Service Entrance
11. MIDDLE SCHOOL ENTRANCE
12. DENTAL CLINIC
13. INFIRMARY
 - 13A Main Entrance
 - 13B Service Entrance
14. BANKER HALL
15. SERVICE BUILDING
 - 15A Bakery
 - 15B Shoe Shop
 - 15C Laundry
 - 15D Grounds and Buildings
 - Supplies, Shops
16. DINING AND SERVICE
 - 16A Office Entrance
 - 16B Service Entrance
17. MERCHANT HALL
18. MARINER HALL
19. HIGH SCHOOL AND ADMINISTRATION BUILDING
 - 19A Service Entrance
 - 19B President's Office
 - Room 101
 - High School Office
 - Room 211
 - 19C Personnel Dept.
 - 19D Grounds & Bldgs. Office
 - 19E Business Manager
 - 19F Supl. of Household
 - 19G Admission and Discharge
20. MAIN GATE
21. BORDEAUX HALL
22. ALLEN HALL
23. LIBRARY
 - 23A Children's Entrance
 - 23B Main Entrance
24. RESIDENCES
 - 24A The President
 - 24B Supv. of Recreation
 - 24C Supl. of Household

GIRARD COLLEGE—PHILADELPHIA, PA.

